

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



VOLUME LI., No. 7.
\$0.50 A YEAR; 6 CENTS A COPY.

AUGUST 31, 1895.

61 East Ninth St., New York
262 Wabash Ave., Chicago, Ill.

Eclectic School Readings

The increasing demand for appropriate readings for use in supplementing the regular Reader is met by the publication of this new series of bright, entertaining reading books for school and home. Charmingly written; copiously illustrated by Fenn, Church, Reinhart, and other eminent artists; attractive cloth bindings stamped with appropriate, suggestive designs. The series covers every grade, from the First Reader to the Fifth. Now ready:

Lane's Stories for Children—First Reader Grade.
By Mrs. C. A. Lane. Illustrated. 25 cents

Baldwin's Fairy Stories and Fables—
Second Reader Grade. By James Baldwin. Illustrated. 35 cents

Baldwin's Old Greek Stories—Third Reader
Grade. By James Baldwin. Illustrated. 45 cents

IN PRESS:

Eggleston's Stories of Great Americans
for Little Americans—Second Reader Grade. By Edward Eggleston. Illustrated

**Eggleston's True Story of American
Life and Adventure**—Third Reader Grade. By Edward Eggleston. Illustrated

Books sent prepaid on receipt of prices. Besides the above we publish the largest number and greatest variety of the best textbooks in every grade and on every subject taught in school. Price lists, specimen pages, circulars and Bulletin of New Books free. We invite correspondence.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Portland, Ore.

THE Riverside Literature Series

The Choicest Reading Matter
for Class and Library Use.

Regular Single Numbers, paper, 15 cents.

SEPTEMBER ISSUES.

- No. 81. **Holmes's Autocrat of the Breakfast-Table.** With a Biographical Sketch. (Triple Number, 45 cents; linen, 50 cents.)
No. 82. **Hawthorne's Twice-Told Tales.** With Introductory Sketch, by G. P. LATHROP. (Quadruple Number, 50 cents; linen, 60 cents.)

RECENT ISSUES:

- No. 72. **Milton's L'Allegro, Il Penseroso, Comus, Lycidas, etc.**
No. 73. **Tennyson's Enoch Arden and Other Poems.**
No. 74. **Gray's Elegy, etc.; Cowper's John Gilpin, etc.**
No. 75. **Scudder's George Washington.** (Double Number, 30 cents; linen, 40 cents.)
No. 76. **Wordsworth's On the Intimations of Immortality, etc.**
No. 77. **Burns's Cotter's Saturday Night and Other Poems.**
No. 78. **Goldsmith's Vicar of Wakefield.** (Double Number, 30 cents; linen, 40 cents.)
No. 79. **Lamb's Old China and Other Essays of Elia.**
No. 80. **Coleridge's Rime of the Ancient Mariner, and Other Poems; Campbell's Lochiel's Warning, and Other Poems.**

A descriptive circular giving the Table of Contents of each number of the Series will be sent to any address on application.

PUBLISHED AUGUST 17, 1895.

Masterpieces of British Literature.

A companion volume to the popular Masterpieces of American Literature.

FOR CLASS AND LIBRARY USE.

An agreeable introduction to great literature, consisting of complete masterpieces from sixteen representative authors, with Notes, Biographical Sketches, and Portraits. 12mo, cloth, 480 pages, \$1.00, postpaid.

Send for a circular giving the Table of Contents, Sample Pages, and Portraits.

HOUGHTON, MIFFLIN & COMPANY,

4 Park Street, BOSTON. 11 East 17th Street, NEW YORK.
158 Adams Street, CHICAGO.

"WHEN THE HEART SPEAKS, LEND THINE EAR—
LEND THINE EAR, FOR ITS LANGUAGE IS SONG."

DIXON'S AMERICAN GRAPHITE PENCILS

ARE USED IN MORE SCHOOLS AND
COLLEGES THAN ANY OTHER PENCILS.

If not familiar with the Dixon pencil, mention THE
SCHOOL JOURNAL and send 16 cents for
samples worth double.

JOS. DIXON CRUCIBLE CO., Jersey City, N. J.

SEPTEMBER-1895													
S	M	T	W	T	F	S							
1	2	3	4	5	6	7							
8	9	10	11	12	13	14							
15	16	17	18	19	20	21							
22	23	24	25	26	27	28							
29	30												



A POCKET EDITION OF THE **KODAK**

"One Button Does It,"



FOR \$5.00

Makes "You Press It," pictures large enough to be good for contact printing and good enough to enlarge to any size.

Pocket Kodak loaded for 12 pictures, $1\frac{1}{2} \times 2$ inches, - \$5.00
Developing and Printing Outfit, 1.50

EASTMAN KODAK COMPANY,
Sample photo and booklet for two 2-cent stamps. ROCHESTER N. Y.

Physical and Chemical Apparatus

Microscopes, Telescopes and Lanterns, Dynamos, Motors and Electrical Test Instruments.

Anatomical Models.

Chemicals and Chemical Glass Ware. Special Apparatus to Order.

Send for Catalogues and Prices.

ALFRED L. ROBBINS CO.,
(Successor Science Department National School Furnishing Co.) FACTORY AND WAREHOUSES:
179-181 Lake Street, Chicago. Established 1871.
Mention this paper.

ESTABLISHED 1851.
EIMER & AMEND,
205-211 Third Ave.,
NEW YORK.



Everything necessary for the Chemical and Physical Laboratory will be furnished of best quality at reasonable prices.

Glass and metal apparatus, special, made to order, according to drawings.

Glass blowing and engraving done on premises.



DRAWING MATERIALS. - SURVEYING INSTRUMENTS.

The largest and best assorted stock in this line. We are thoroughly familiar with the requirements of schools of all grades and are supplying most of the best Colleges and Universities. Correspondence solicited. Catalogue on application.

BEST FACILITIES FOR supplying teachers, all departments. First-class teachers wanted. F. Y. EDUCATIONAL BUREAU, 61 East Ninth St. N. Y.

Frick's Automatic Electric PROGRAM CLOCK.



Write for illustrated catalogue describing and illustrating its successful use in

Public, Private, and Manual Training Schools, Academies, Colleges, and Factories, &c., &c.

One apparatus keeps every period in every room, every department and every building, on time without the aid of the human hand.

Satisfactory Results Guaranteed.

FRED. FRICK, Mfr.,

Waynesboro, Franklin Co., Pa.
Lock Box, 406.



PERFECT PENCIL POINTER

Goodell Co., Antrim, N.H.: Waterbury, Conn.
Gentlemen—You have the best pencil sharpener that was ever put on the market. Have used it more than 3 years. Yours truly, G. L. HARRINGTON, President of the Business College & School of Shorthand.

All Stationers sell it. Price \$1. sent, express paid, \$1.25. SEND FOR CIRCULAR.
GOODELL CO., Antrim, N. H.

\$75 a Month—evenings.

Writers
and WRITING TEACHERS

Wanted. Experience or good writing not necessary as we will train you for the position at your own home under *Bixler's* popular System of *Physical Training in Penmanship*, and our systematized Course of Mail Instructions, free of charge. Beautiful Parchment Diploma 15x20 in. with Corporate Seal of College, granted. Write in your own hand.

The Bixler Business College Co., Wooster, Ohio.

APPLETON'S LIBRARY LISTS
Graded Lists for School Libraries, and Topical Lists for teachers' students', and readers' reference. Should be in the hands of every book-buyer in the land.
SEND FOR THEM.

D. APPLETON & CO., Publishers, New York.

Wm. S. Fuller & Co.

Physical and Chemical Apparatus.
Microscopes, Telescopes,
Photographic Supplies,
Optical Lanterns & Slides.

Only complete Science Factory in the West.

INSTRUMENTS OF PRECISION TO ORDER
CHICAGO.

Barnes' Foot and Power Machinery.



Lathes for wood and metal work, Scroll Saws, Circular Saws, etc. Specially adapted for use in INDUSTRIAL and MANUAL TRAINING SCHOOLS. Special prices to Educational institutions. Catalogue and price list free by mail.

W. F. & JOHN BARNES CO.

911 Ruby Street, ROCKFORD, ILL.

The Posse Gymnasium

offers a thorough normal course. Medals for methods: Boston, 1892, Chicago, 1893, and Antwerp, 1894. Summer course, July 8th to August 9th, inclusive. 7th Year opens Sept. 16th. Address

Baron NILS POSSE, K.G.V., B.Sc., M.G.,
23 Irvington Street, BOSTON.

THE
PICTURESQUE
TRUNK LINE
OF
AMERICA.

THE ONLY LINE WHOSE TRAINS ARE
EVERYWHERE PROTECTED BY
BLOCK SAFETY SIGNALS

THE ONLY LINE
WITHOUT CHANGE
FROM
**NEW YORK,
CHICAGO,
CLEVELAND,
CINCINNATI,**
TO

**Beautiful
Chautauqua Lake,**

LOCATED AT A HIGH ALTITUDE,
AMIDST CHARMING SURROUNDINGS,
ITS SHORES DOTTED BY HOTELS
OF UNUSUAL EXCELLENCE, CHAUTAUQUA LAKE IS FAMOUS AS

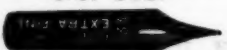
THE IDEAL SUMMER RESORT.

AND IS REACHED WITH SPEED,
COMFORT AND SAFETY BY THE
PICTURESQUE ERIE LINES.

D. I. ROBERTS,
Gen. Passenger Agent.

ESTERBROOK'S STEEL PENS.

No. 333.

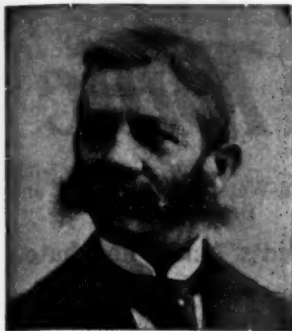


Standard School Numbers.

333, 444, 128, 105 and 048.

For sale by all Stationers.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.



IF FREE TEXT-BOOKS ARE FURNISHED IN YOUR SCHOOLS
YOU NEED THE

"HOLDEN SYSTEM FOR PRESERVING BOOKS"

A CHEAP, SIMPLE AND EFFECTIVE METHOD FOR SAVING BOOKS
FROM WEAR.

USED BY OVER 500 PROMINENT SCHOOL BOARDS—ALL PRAISE IT

Do not allow your text-books to go unprotected another year!

Send NOW for samples and information—FREE to any address.

G. W. HOLDEN, Pres.
H. P. HOLDEN, Treas.
M. C. HOLDEN, Sec'y.

HOLDEN PATENT BOOK COVER CO.,
P. O. Box 643 A. SPRINGFIELD, MASS., U. S. A.



Established 1870.

(Manufacturers Only.)

Incorporated 1886.

The True Adjustable Seating

Do not forget the shoulders of the pupil and have a desk and chair that can be adjusted as to distance and heights. If a lifting-lid desk is desired buy one that does not have a slamming lid.

Neither of these improvements cost any more than the ordinary



NEW JERSEY SCHOOL-CHURCH FURNITURE CO., TRENTON, N. J.

TEACHERS' AGENCIES.

TEACHERS' CO-OPERATIVE ASSOCIATION

6034 Woodlawn Ave.
CHICAGO

Established in 1884. Positions filled, 3,700: Seeks Teachers who are ambitious for advancement rather than those without positions

THE FISK TEACHERS' AGENCIES, EVERETT O. FISK & COMPANY.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL, FREE.

4 Ashburton Place, Boston, Mass.; 803 Twelfth Street, Washington, D. C.;
70 Fifth Avenue, New York, N. Y.; 420 Century Building, Minneapolis, Minn.;
355 Wabash Avenue, Chicago, Ill.; 120 1/2 South Spring Street, Los Angeles, Cal.
33 Church Street, Toronto, Can.

No Fee for Registration.

OUR PROFITS COME FROM COMMISSIONS AND NOT FROM ADVANCE FEES.

This is the best possible guarantee of faithful service. Miss Bodine, so long and favorably known in the Agency work (formerly chief clerk of the Teachers' Co-operative Association) will be pleased to hear from all her old friends, and to make the acquaintance of new ones, who wish either to secure teachers, or are ambitious for their own advancement. Write your wants very fully, to save time, and she will be glad to reply stating what she believes she can do for each. Address,

NATIONAL TEACHERS' AGENCY, Miss Olean Bodine, Manager,
24-26 Van Buren Street, (Athenaeum) Second door east of Wabash ave., CHICAGO.

THE BRIDGE TEACHERS' AGENCY Boston and Chicago.
One Fee Registers in Both Offices. Send for Agency Manual.

Business Offices: 110 Tremont St., BOSTON. 211 Wabash Ave., CHICAGO.

ALBANY TEACHERS' AGENCY.

Provides Schools of all Grades with Competent Teachers. Assists Teachers with Good Records in Obtaining Positions.

Correspondence with school officers and teachers is invited.

HARLAN P. FRENCH, Manager, 24 State St., Albany, N. Y.

THE ALBERT & CLARK TEACHERS' AGENCY,

(C. J. ALBERT & B. F. CLARK, Managers.) 211 Wabash Ave., CHICAGO, ILL.

Established 1887. The largest and best equipped Agency in the West.

Agent for Northwest: C. P. ROGERS, Marshalltown, Ia.

WANTED:

A Teacher for Grammar School Work in a city of 30,000. College graduate preferred.
Teachers' Co-Operative Association,
Warren, Ohio.

FRANKLIN COLLEGE, New Athens, O.
Begins 71st year Sept. 2. Board, tuition, furnished room, and books, \$7.50 to \$3 a week; 8 courses; no saloons. Cheap, safe. Largest attendance yet. Catalog free. W. A. WILLIAMS, D.D., Pres.

TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians of both sexes for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents' Selling and renting of school property.

E. MIRIAM COYRIERE,
130 Fifth Avenue, cor. 20th St., NEW YORK CITY.

Teachers Wanted! Teachers Co-operative Association, 6034 Woodlawn Ave., Chicago. 4,000 positions filled.

AMERICAN AND FOREIGN TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governmentes, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,
American and Foreign Teachers' Agency,
23 Union Square, New York.

For larger salaries, or change of location, address Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. ORVILLE BREWER, Manager.

TEACHERS of recognized ability wanted for high grade positions in Pennsylvania and other states. Send for circulars. NATIONAL EDUCATIONAL BUREAU, Robt. L. Myers, Manager, Harrisburg, Pa. (11th year.)

An Agency is valuable in proportion to its influence. If it merely bears of vacancies and that is something, but if it tells you about them that is asked to recommend a teacher and recommends you, that is more. Ours

C. W. BARDEEN, SYRACUSE, N. Y.

Schermerhorn's Teachers' Agency
Oldest and best known in U. S.

Established 1833.

3 EAST 14TH STREET, N. Y.

Walter Baker & Co. Limited,

The Largest Manufacturers of
**PURE, HIGH GRADE
COCOAS and CHOCOLATES**
On this Continent, have received
HIGHEST AWARDS
from the great
**Industrial and Food
EXPOSITIONS
IN EUROPE AND AMERICA.**
Caution: In view of the many imitations of the labels and wrappers on our goods, consumers should make sure that our place of manufacture, namely, **Dorchester, Mass.** is printed on each package.

SOLD BY GROCERS EVERYWHERE.

WALTER BAKER & CO. LTD. DORCHESTER, MASS.

Sold everywhere for 6c.
"Radiant" and "Eden
Cakes" 0.10.



IF YOU WANT
FRENCH BOOKS,
or books of any description—School Books, Standard
Books, Novels, etc., send to

William R. Jenkins,

Publisher and Importer,

851 and 853 Sixth Avenue, (48th Street), New York.

Catalogue on application. Importations promptly made

**For Vertical Writing.**

USE **JOSEPH GILLOTT'S**
VERTICULAR AND VERTIGRAPH
PENS.

These Pens have been especially designed for Vertical Writing, after a formula arrived at by careful study of required conditions.

JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.**SUPPLIES**

ALPHA CRAYONS

CHICAGO
ERASERS.....NATIONAL
BLACKBOARD
CANVASCATALOGUE UPON
APPLICATION**SUPPLIES**

NEW

UNITED STATES
SERIES MAPSKENDALL'S
LUNAR TELLURIC
GLOBE.....NEW NATIONAL
READING CHARTSGOOD AGENTS
WANTED

UNITED STATES SCHOOL FURNITURE CO.
315-321 WABASH AVE., CHICAGO SIDNEY, OHIO 74 FIFTH AVE., NEW YORK

**SCHOOL DESKS,**

Adjustable Desks and Chairs, several styles. "Model" Combined Desk and Seat.

BLACKBOARDS, all kinds.

Send for sample EUREKA BLACKBOARD CLOTH. MAPS, GLOVES, etc. Full line School Furnishings. Send for catalogue to

R. H. GALPEN; School Furnisher, 3 East 14th St., New York.**Remington Typewriter.**The New
Model
No.**6****Many Notable Improvements.**

More Permanent Alignment,
Improved Spacing Mechanism,
Brighter and Wider Carriage.
Uniform and Easy Touch,
Economical Ribbon Movement,
Improved Paper Feed.

And Many Other Useful and Convenient Devices.

Matchless Construction. Unequaled Durability. Unrivalled Speed.

SEND FOR ILLUSTRATED CATALOGUE.

WYCKOFF, SEAMANS & BENEDICT,
327 Broadway, New York.**A Tonic**

For Brain-Workers, the Weak and Debilitated.

Horsford's Acid Phosphate

is without exception, the Best Remedy for relieving Mental and Nervous Exhaustion, and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free on application to

Rumford Chemical Works, Providence, R.I.

Beware of Substitutes and Imitations.

For sale by all Druggists.

Chafing

and

Prickly Heat

are in most cases caused by the corrosive action of acid

Perspiration

and are often aggravated by the friction of the clothing with the skin.

Relief may be obtained quickly by applying a lather of

**Packer's
Tar Soap**

and letting it dry on.

Try this!

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LI.,

For the Week Ending August 31.

No. 7

Copyright, 1895, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

The Good School.

It is a mistake to consider a school solely or even mainly as a place where children and youth may be instructed in the various elementary branches of knowledge. It must do this, it often does this and yet fails of its higher mission. The school is really one of the "divine four" as a vigorous writer has called them—the home, the church, the school, and the state. The important function of the school is to take the child who has been guarded and secluded in his home and introduce him where he may influence and be influenced by his fellows—others of his own age and rank of thought—and teach him to live with them, and through them; treating them courteously, behaving himself modestly and decorously, and working out a ready career with them. He has in him more or less deeply planted the seeds of what we term character; these are to be encouraged to grow into strength and power.

The first stage, usually of seven years, has been spent with the parent at home; the second seven is to be with the teacher at the elementary school. It is important to know what is done at home, what the child learns and how he looks at things, for the teacher is but to continue the process and the instruction on wider circles. He must not make an abrupt new beginning. The law says the teacher stands in the place of the parent, and it is right; it does not mean this simply for chastisement purposes, it means for development purposes. So the teacher must look at the young pupil as he enters the school-room as the parent looks at him as he enters his home,—with feelings of love and interest, concern for his comfort and happiness and growth.

The child in the church has been brought somewhat into society—to be one of a group of persons of similar aims and have facilities to act upon others, and to be acted upon by them. But the school is the place where he begins to rank with others and to exert and receive influences that will make a permanent mark. It must be noted here that the church is doing far more than it used to in this direction; it, too, recognizes the influence of the society of similar minds; it, too, employs the methods of the school. To know others, to draw life from—it is the period of imitation after observation and reflection—this is the great purpose; the family, the church, the school are all agencies to this great end.

The good school considers the building up of character far more than the instruction in the branches of

knowledge marked down in the course of study; it uses these mainly to develop character. In his home the child was a center of interest; the parent often develops selfishness instead of character; the attempt is to gratify every whim under the impression that pleasure is thereby the result. The need of the bestowment of care, which the parent instinctively feels, blinds his eyes to the supremacy his offspring has attained in the home. The school breaks this centripetal selfishness; the pet of the home finds he is now but one of a group of persons instead of the only object of interest. Yet the teacher should not strive to make the passing into this larger life painful, for it may be and should be pleasurable.

The will of the child has been hitherto the sole law; now the common good must be the aim. He must yield his preferences to the preferences of others. The post he has hitherto held of favorite he must vacate; there are to be no favorites; each is to have an equal claim on the sympathy and love of the teacher. Habits and ways often overbearing and troublesome at home cannot be tolerated at school. The art of living with others who think differently must now be learned. The sufferance of the society of those whose opinions are quite opposite,—to say nothing of habits, of repellant temperaments, carriage, habiliments, and inharmonious features, must be acquired because a part of this new world into which he has been introduced.

In after years the pupil will assume citizenship in the state; he is now a citizen in a miniature state which has its laws and its responsibilities. The teacher who thinks only of the lessons in the books makes a great mistake. Our ancestors were not so far out of the way when they demanded as a first requisite that the teacher should keep good order; but they erred in supposing this good order was to aim at anything beyond the welfare of the little commonwealth. The term "school discipline" means the training into school citizenship. There must be a recognition of rules made for the good of the whole; he must learn to spend part of the time by himself and give an account of it when his class is called; he will come to a clear knowledge of himself when required with others to put his thoughts concerning a given object into statements.

For a good school the teacher must be a leader, a person of influence; the examinations show only the amount of knowledge required. It is well that there is a course of study, but this must be looked on as the means which the teacher of a band of young people would select in this leadership. It is not the course of study that does it. The good teacher would produce noble educational results if arithmetic were left out. The various studies are like the apparatus the gymnast uses. The reliance must not be on the studies; the

teacher uses them to impress habits, cause industry, and develop the thinking powers, and build the character.

What does the school of to-day do better than the school did formerly? It must not be sought in an increased scholarship, that is, that a boy of fourteen now shall know more than the boy of fourteen did a half century ago. If the schools of to-day are better, and it must be admitted they really are, it is because a larger percentage have received the impressions that form an enduring character. This means that the new teacher has learned how to occupy the new position into which an enlightened public sentiment has placed him. The teacher cannot teach more arithmetical truths than the teacher did a half century ago, but he can direct his teaching at the personality of the pupil and develop in the school-room a higher form of life, and employing pedagogic skill may attain those possibilities that seem to be the heritage of childhood.

The one thing that will mark the school as a good one is the superiority of the teacher; the schools will be good only where superior men and women are teachers in them; this superiority is only partially shown by the examination; the certificate only shows that the person possesses a moderate not a great degree of knowledge. That a state has ten thousand school-houses each with a teacher is not a proof that it is doing a great educational work. If each of them has a person of superior character in it, it is certain great results may be looked for. The school-room is the place for a person of a high nature only. A person of low nature may have the scholarship and hear the lessons, but he cannot do the teaching; the person of weak nature does no teaching at all; the most gifted among the pupils then build whatever character is built; as character, in fact, builds itself.

Mechanism Needed.

By JASPER O. PRICE.*

Any one who observes the way in which a number of people are managed will see that routine and mechanism are employed. Take a church; the people sit in seats; there is usually a man to conduct the strangers; often a bell tolls; the clergyman has a place and is master of ceremonies; he announces a hymn and all rise; he begins a prayer and all are bowed in reverence. Can any teacher observe this and not learn a lesson? And yet many do.

Let the teacher also introduce and employ mechanism; he will find it will help him very greatly. He should see

1. That those who enter the room before school move about quietly.
2. That all have clean faces, hands, clothes, and shoes, and the hair in nice order.
3. That they salute the teacher as they come in.
4. That the books have covers.
5. That those who are late enter quietly, and stand or sit by the door until the opening exercises are over. (This rule needs to be suited to the special condition of each school. In some a settee by the door is for them. It is well not to have them go to their seats, but this may not be possible in all cases.)
6. The opening exercises should be short, interesting, and take the attention of all, and have a special mechanism of their own. (a) Let the page of the hymn to be sung, and the book to be read from, be put on the board. (b) The teacher taps a bell lightly and the pupil at the organ plays a few notes and all join. (c) The teacher reads a verse and the pupils the rest, and so on

—this to be short. (d) The Lord's prayer follows. (e) A hymn. (f) The late ones take their seats. All this without a word from the teacher.

7. He gives notices and the exercises according to the program follow.

(Here it may be said that the taking of the "attendance" should be by a pupil designated. In many schools there is an "attendance board," and each pupil gives his own.)

8. The program should be strictly followed. The pupils should feel it is all business, *business*, BUSINESS; that matters are going to be "put through" at the "school." When the time has elapsed let the bell be tapped and all retire to give place to the next class; let there be no running over of the time of one class into the next, a sin in a teacher worse than whispering in a pupil.

9. Observe that in a good school the teacher is not everlastingly talking. Let any one watch himself and if he finds he has this habit give it up at once. If he talks much he has a poor school; a talking teacher is a poor teacher wherever you find him. The art of the good teacher is to keep the pupils busy talking about their lessons.

10. The teacher must have "assistants" from among his pupils; appoint one each week. This assistant must aid to keep the mechanism running in good order. One will be wanted for the playground also. The officer for the day knows the program and taps the bell, and in general takes the mechanical duties upon himself.

11. If the teacher is not at his desk when a class is ready, they must be drilled not to wait, but to begin at once on the work of the lesson; they must be infused with the idea that they are there for business and not a moment is to be wasted.

12. To reach these ends it will be seen that it is necessary to *drill* the classes in the performance of the mechanical side of school duties. Take all day if necessary, in drilling them to march to the class and away from it; out of doors and back again in perfect order. It will pay to drill. Tell them what you aim at and inspire them with the desire to do their part like good soldiers.

Having obtained a good mechanism the teacher must watch daily with a sharp eye to see that it is not departed from; to put oil on the joints, and generally to improve it. And further not to delude himself with the idea that the mechanism is *teaching*; it is only employed that teaching may be done. And further to make his mechanism as simple and *unobservable* as possible.

Miss Stacy's Experiment.

By ADELAIDE L. ROUSE.

Miss Stacy was crying. There was no denying the fact, for her eyes, yes, her nose was red. She looked very unromantic, quite unlike the novel heroines who are supposed to weep and look more beautiful. All day long she had been on the verge of that feminine panacea, "a good crying spell."

What was the matter? Nothing in particular. For some time things had been going "contrairy" in the little country school, and on this particular afternoon—well no wonder Miss Stacy cried. Each child seemed possessed with its own spirit of mischief and determined not to be outdone in that line by the others. Even Lillie Deane, Miss Stacy's star pupil, had appeared decidedly human for once.

So after the last pupil had disappeared, Miss Stacy locked the door and let the tears fall on the pile of compositions which were to be corrected.

It was her first school; she had come from the normal with *such* hopes and *such* ideals! But ideal children did not whistle "right out in meetin'" as Jimmie Barnes had done that very afternoon, neither did they bring horrid crawling things in their pockets. Miss Stacy

was no bugologist; and she hated, no, feared, anything that *crawled*.

It was rather startling to be hearing the "B" geography class and turn to see a real, live tree-toad hopping on Phil Johnson's desk. Or to look from her work on the blackboard to see Johnnie Evans and Teddy Morton "swapping" a snapping turtle for a jackknife.

"Put that thing out," Miss Stacy had called in her most authoritative tone, while cold chills crept up and down her spine.

"Please, teacher, he'll crawl away," said Teddy. "Can't I keep him in this box?"

"Whatever do you want the horrid thing for?" asked Miss Stacy.

"Why, he's a splendid turtle. I waded in the pond this morning to get him. Cracky! wasn't the water cold!" (This by way of arousing Miss Stacy's sympathy.)

Of course while this parley was going on, all the pupils were diverted from their books. The turtle, meantime, embraced the opportunity to crawl down the aisle, to the great edification of the children.

The turtle was finally put out to pasture in the wash basin with a string attached to keep him from straying, and quiet was once more restored.

The first arithmetic class was deep in compound proportion when the proprietor of the turtle called out, "Miss Stacy, now, Willie Morris, he's got a garter snake and a meadow mole in his desk."

Willie was completely absorbed in his geography, and Miss Stacy spoke to him a second time before he looked up.

"Willie, if you have any of those horrid creatures put them out of doors directly."

Willie reluctantly freed his snakeship, but he kept his dear little meadow mole in his pocket. He did not take it out again till sure that Miss Stacy had forgotten all about the matter.

No, clearly they were not model children. Miss Stacy had her cry out, then she felt better. She dried her eyes and began gathering up her possessions. She must take the compositions home and correct them there.

She lived with an elderly aunt who asked at the tea table about her red eyes.

"I don't think that is anything so terrible," said Aunt Martha, when Miss Stacy had described the day.

"How could it be much worse! The children are all I can manage at any time, and now they will bring those creepy creatures to school and I can't make them keep their minds on their lessons."

Aunt Martha thought a moment. "Why don't you make use of their love for the creepy creatures? They are giving science lessons in the schools. I read some of your SCHOOL JOURNALS last night and found them good reading, if I ain't a teacher."

"How can I? I never thought of doing it here. Of course we had science lessons at the Normal, but Miss Jessup used a cat or dog for object lessons."

"I don't see why you can't use a meadow-mole or a snapping turtle if the boys like them better," said Aunt Martha, beginning to gather up the dishes.

"I wonder if I could," said Miss Stacy, and she sat down to think, forgetting the compositions. "I believe I will try it," she said as she went to her room that night. "I've got to do something, for they are more interested in their bugs and things than in what I am teaching them. Oh dear!"

Next morning she found Jack Manning examining some choice specimen and instead of scolding him, she said: "I think it will be pleasant if we have a little talk now and then about animals and insects. We will take a little time to-morrow afternoon when we have finished our lessons. Each one of you come prepared to tell me a fact about an insect or an animal, whether it is something you have seen for yourself or have read or heard of. If you can, bring a specimen with you. Of

course we don't want any snakes, but you may bring bugs, worms, ants, or even turtles, if you like. We will try to have a pleasant time."

Miss Stacy sat down after her little speech, wondering how she would conduct a science lesson on turtles, for instance. She ransacked her note-books that evening; there were lessons on dogs and cats galore, but even Miss Jessup had never "tackled" a snapping turtle.

Miss Stacy went to school Friday afternoon wishing she had not followed Aunt Martha's advice. What *should* she say to the children. And who could tell what might not be in those desks?

Somehow time flew that afternoon, and it was soon time for the so-called science lesson. Miss Stacy put on a bold front and stood up. No lawyer, making his maiden speech in court, could be more embarrassed than she was. What *should* she say? It had not occurred to her that the children would be glad to do the talking.

One of Miss Jessup's questions, "How many toes has a cat?" lingered in the corner of her brain. No; that wouldn't do. They were waiting, she must begin.

"Well, boys, I hope you have brought something very interesting," she said, wondering if she would scream if some one produced a snake. "I see that Phil has something. What have you, Phil?"

"It's a squirrel, I've got him here in a box. He's as tame as—anything." And, sure enough, there was a fine specimen. Phil told how he caught him in the stone wall by the pasture bars, and how he could stow "pretty near a handful of nuts in his cheeks." After a few remarks on his habits and his "cute" ways, Phil let him fill the pouches in his cheeks with nuts, and then put his precious squirrel back in his cage.

Johnnie Evans had quite a wonderful collection of birds' eggs. He knew each egg, and named them so readily that Miss Stacy was surprised. She had thought Johnnie the dullest boy in school; for, although twelve years old, he could not master long division. But now he was discoursing of birds and bird ways like an amateur ornithologist.

One of the girls had brought a gold fish in a glass jar, another had a very talkative parrot.

Long before they had exhausted their material the clock struck four. "We will have another talk like this next Friday," said Miss Stacy as she rang the bell.

That was the beginning of many pleasant lessons about birds and bees, ants, butterflies, and even spiders. Not only animals and insects were studied; there were lessons in botany, geology, and mineralogy, only they were not called by such ambitious names. There were excursions on Saturday afternoons for wild flowers, ferns, and stones. Of course they began a collection of plants, and a school herbarium was started. Some of the "big boys" made a cabinet for the walls of the school-room, and a geological collection was begun.

In the fall there were delightful excursions for autumn leaves and berries to dress the school-room. Ferns were carefully transplanted and placed in the windows. If any one found a butterfly chrysalis it was hung up in the school-room; everyone was on the alert, and nothing of interest escaped their keen eyes.

Some of the more conservative trustees thought that Miss Stacy spent too much time on new-fangled notions, instead of sticking to parsing and arithmetic. But the majority upheld her; the children were learning to use their eyes, and that was what eyes were for. And, as they said, "the proof of the pudding is in the eating," and the school was never so prosperous, nor the pupils so well-behaved.

Note.

Next week's issue will be a special one, combining THE JOURNAL'S ANNUAL PRIVATE SCHOOL NUMBER with the regular monthly School Board issue. It will contain valuable articles on subjects relating to private schools, in addition to the features of the popular special monthly issues of THE JOURNAL.

Teaching Numbers.

By J. R. DENNIS.

The average teacher thinks he is quite well prepared to teach arithmetic if he is able to perform the arithmetical problems usually proposed in the text-books, but this does not follow. It is needful for him to know how the mind operates on quantity, in order to know how to teach it to operate on representatives of quantity; for the operations taught in the schools must accord with the methods the mind employs, though they be not recognized as such.

The mind early begins to perform operations with quantity, figures are short-hand memoranda of quantity and of the results of the operations; there must be a mental operation gone through with; figures serve as memoranda of the operation.

Number is the idea that comes up in the mind when the quantity is considered; thus I see a flock of sheep on a hillside. I am impressed that the number is large, perhaps larger than those I saw somewhere yesterday. If another flock is shown me, and it is proposed to put them together, I am impressed that the number will be greater. The mind sees it can *unite* numbers; also that this process may be reversed—that is a number may be *separated* into parts.

These thought processes relating to number are performed by a child very early in his life. The young child is seen to attempt to get together on his plate the apples, nuts, or candies from several plates—the fact that he can unite these quantities and that the total sum will be larger than the partial sums is clear to him; his senses have told him that, at some time unobserved by his parents, and he has laid it up as an axiom; he knows he can depend on it. The axioms that "The sum is equal to the sum of its parts," and "The sum is greater than any of its parts," were learned by him long before he saw them in words; he *saw* them in objects.

The putting together the contents of two cups of milk into a larger cup was only one experiment that demonstrated to him that quantities could be united. When the teacher showed him how to add two numbers by "putting units under units, tens under tens, and then drawing a line," etc., he was but teaching this child that quantities could be united; that, the child knew already. The child also sees very early that his cup of milk may be poured into two cups, that the bread or cake in his hand may be broken into parts. It became a firm conviction with him that quantity can be separated or divided; he has seen it done; he has done it himself.

The child understands these two processes of *uniting* and *separating*, and can apply them to his world with little trouble; the teacher undertakes to show him how to apply them to the vast world of things. It was done very poorly until Grube set himself to work to understand how the child himself felt his way along without a teacher. He made many valuable discoveries; no teacher should think of teaching number who has not read Grube.

THE UNITING PROCESS.

What is done with numbers on a large scale is simply a generalization of what can be done on a small scale with objects. Objects can be united; numbers can be united:

(1) When the numbers are unequal the process is termed *addition*. (2) If there are several equal groups to be united it is seen that there is a shorter way to find the total. The pupil learns the combination of groups of *twos*, of *threes*, etc., and applies this knowledge; this is termed *multiplication*; but it is one of the uniting processes in spite of the name.

It is important that the teacher base his teaching on the primal belief in the pupil's mind that numbers can be united whether they are in equal or unequal groups. It is the same mental process at the bottom. This is one of the great services Grube rendered to teachers. To make a pupil learn to say that "Multiplication is a short process of addition," is like making him learn to say that it is 95,000,000 miles to the sun. He knew it was possible to group quantities long before he entered the school-room, and he knew groups could be united. What he needs at the hands of his teacher is to know how to build up still higher on the foundation started by himself.

THE SEPARATING PROCESS.

The child knows that from four nuts he can take away one; he knows that the figure 4 represents the number four; the figure 1 the number one, and that 3 represents what is left. (1) To separate a number into two parts, one part being already given is termed *subtraction*. (2) To separate a number into equal groups the number of groups being known is termed *division*. (3) There is a third case in which the separation into groups process is also used; it is employed in such a case as where John having twenty-four nuts on his plate determines to give six nuts to each of an unknown number of persons. First there is a step of thinking that the unknown quantity is the same as the number of groups that can be made of six. Having thought this he proceeds to make groups.

As *division* is a group making process it is seen that it is needful to know what groups there are in the various numbers (under 10 usually) and apply this knowledge to the number given. Much of this is the knowledge that was obtained concerning groups in multiplication; for instance, the child learns that four groups of threes are twelve; this teaches him also that in twelve there are three groups of fours. Moving out from his narrow horizon intelligently into a broader one, his new knowledge is clear and sweet of taste.

This incident was lately noted: Some parents, much interested in scientific education, desired to have their children developed; they with others at much expense employed a kindergartner for a year; then the primary school years being reached it was necessary that they be taught numbers. This kindergartner began to teach all the little children how to "add sums." They came home with slates to show their parents what they had learned; they put down numbers of five, six, seven, and eight figures, and underneath putting other numbers drew lines and proceeded to add, asking often, "Mamma, how much is 7 and 8?" or "8 and 9?" The parents could only buy a Grube arithmetical and send it, with a note asking attention to the methods employed therein.

These children were dealing with figures that represented no concept in their minds; they were at work at a puzzle. The foundation they had built up around the family table was left wholly untouched; some solid bits of information were pushed bodily into their minds. There was no going "from the known to the unknown," and yet this kindergartner had been trained by a person of much note.

It will be seen that there is need of two things: first, a knowledge of what can be done with numbers; second, the mode of applying this knowledge practically to classes. It is *not* enough that the teacher knows how to add, subtract, multiply, and divide. There is a large field of knowledge marked out in the two divisions given above, and one that will require considerable time for investigation. This was the field that Grube traversed with so much care, and thereby placed the world under so many obligations to him.

There is much "juggling with numbers in the schools," by which is meant the processes gone through with by the average teacher, and which he wrongly calls *teaching*. "I put down 24,823, that is the minuend; then I put under it 19,879, that is the subtrahend; I put units under units, tens under tens, etc.; then I draw a line. Now I begin at the right hand and say '9 from 3 you can't, so I borrow 1 ten from the 2 tens,' etc. Now a pupil by close attention can learn to say this after the teacher, and after awhile he can learn to do 'sums' of a similar kind; but who of us does not remember the years when we were like a person in a dream, sometimes it was a horrible nightmare!"

One case is recalled where a boy had managed to get as far as long division, but that proved a "stumper;" there was an example in the book; he copied out the divisor and dividend, and put in the mysterious "curved lines"—all lines up to this time had been required to be straight,—then he took the slate to the master who proceeded to do the "juggling;" the lad meanwhile looking on, the teacher not displeased with the admiration of his nimbleness. The operation was compared with the operation in the book step by step; they were the same! It was a profound mystery! Carefully erasing all but the divisor and dividend, he again sought the master saying to himself, "He cannot do that twice," but he did! The lad now felt sure the learning of the trick of long division was beyond him and put his slate away for the rest of that winter.

Some twelve years ago at a meeting of teachers a very plain schoolmaster who was not afraid of public opinion said: "I have just as much trouble now in teaching the multiplication table as I had thirty years ago, and I would like to hear from others." A man rose who had been fifty years in the school-room, and said: "The multiplication table was always hard for me to teach; I made the children young and old march around the school-house every night before they went home saying it. In that way I drilled it in." Another teacher went to the blackboard and said: "I had trouble too until I took this method (here he exemplified the Grube method) and since then I have no difficulty in their working with numbers. But I don't aim at their knowing the multiplication table." "What then?" was asked. "At their knowing how to unite and separate numbers."

The child unites and separates his blocks, his marbles, and his nuts. There is fixed firmly in his mind the results of this dealing with these visible objects. He enters school; it is now the duty of the teacher to take hold where nature (so to speak) has left off. The child's horizon is a narrow one!

The teacher attempts to make a wide one in the same manner by which the child gained this narrow one, that is if he is a wise teacher. It is a mistake for the teacher to measure progress by pages. "You got through addition last term; I want you to try to get through subtraction by the end of this term. If you know the multiplication table you can go into the class. When you know the four rules you can go into the advanced class." All these are making mile posts in the arithmetical jugglery process.

Psychology in Normal Schools.

(Synopsis of a paper read by Z. X. Snyder, principal of the state normal School at Greeley, Col., before Normal Department, N. E. A.)

The Science and Art of Teaching Scientific Pedagogy must be based on Scientific Psychology.

A teacher should have a knowledge of and a keen insight into the triple nature of the child as a living, mental, and spiritual reality, that he may work intelligently and efficiently in his profound mission. He should have a knowledge and a keen sense of the interdependence of body, mind, and spirit—the body as a phenomenon of life, mind as a phenomenon of body and spirit, manifested entirely through the body and spirit as a part of God, the intelligent and personal Ruler of the universe. This requires a pedagogy founded in

1. A knowledge of the body, its systems, its organs and their functions, and the laws which regulate physical growth and development and which regulate nervous and muscular action and their relation to mental processes.

2. A knowledge of mind, its nature, its functions, the laws which regulate mental growth, development, and culture, and the relation of the conscious process to the nervous process and to movements.

3. A knowledge of the spiritual nature, its relation to body and mind, and of the laws which regulate spiritual growth and development.

4. A knowledge of the dependence of all those natures, their relations to externalities—earth and man and their consummate blending and uniting in adjusting the individual to his surroundings, and their united effort to interpret the universe.

A scientific pedagogy must contain some such conception. Such a conception cannot grow out of or be founded in the speculative or old rational psychology alone. It must come out of a scientific investigation and interpretation of human life as made up, on the one side, of body, mind, spirit, and on the other of externality with all its manifestations of force as comprehended in earth and man.

I. CHILD PSYCHOLOGY.

The study of child psychology is the study of a natural science. It is based upon experiment and observation.

The child's body stands for life, for mind, for spirit. Whatever life is in him, whatever mind is in him, whatever spirit is in him, the body expresses them. The child is studied through his motor activities. Out of these come four species of movements—the impulsive, the reflexive, the instinctive, the ideative. These movements express what is going on in the organism or in the organism and mind. They complete the circuit of physiological process.

Either the organism itself or some externality stimulates the nervous system, and it ends in movement affecting the organism or externality or both. There is no line of psychological investigation that bids so fair to be fruitful to the teacher.

The universal study of child life will tend more to make the teacher a greater spiritual influence. She will become a greater leader and inspirer of children through sympathetic guidance. A great deal of aptitude in this world goes to waste because of little help or direction. It becomes the duty, then, of those, as well, who are preparing young people to go out to teach, to lead them to have a pleasure in coming into close contact with the life of little children and in studying this life. It is imperative upon the normal schools to recognize this phase of psychological study, and prepare to make it an essential part of the course.

II. RACE PSYCHOLOGY.

That the race repeats itself in the individual is a fact accepted by biologists. This is an outgrowth of the doctrine of evolution. Psychologists having a biological turn use the same principle in regard to the human mind—that the race mind repeats itself in the individual mind. Out of this grows the pedagogical maxim, that there are in the unfolding of an individual human mind stages which correspond to historic epochs in the evolution of the race mind.

The race life, or character, is the expression of the race mind through its motor activities. The common stages of correspondence are wonder, courage, hunting, barter, and reflection and sentiment. Literature pertaining to these stages seems necessary to the development of the corresponding epochs in the individual. Hence a study of race psychology.

III. PHYSIOLOGICAL PSYCHOLOGY.

The very close relation that exists between the nervous system on the one side and the muscular system on the other of the conscious process in every deliberative act has led to the physiological method in the treatment of psychology, or to physiological psychology. The application of the principles of physics and physiology to the interpretation of psychical phenomena is scientific whatever may be true of the doctrine of parallelism of the nervous

and conscious processes. It would seem that an individual born without a sense organ special or general would never have an idea. He would never have a movement. He would be the possibilities only of a human life. He would be a veritable *persona incognita*. Hence it would seem at the very outset in the development of a human mind physical and physiological processes are necessary.

The development of the motor activities from the central to the peripheral movements, from the development of a series of nervous centers in a like order is one of the unique results of experimental and physiological psychology. Out of it has come some very wholesome pedagogical doctrine.

The importance of a study of *physiological psychology* becomes apparent from the foregoing. It enables the teacher to know more of the organic and the mental life of his pupils and to treat them more rationally. It should become a part of the normal school course.

IV. EXPERIMENTAL PSYCHOLOGY.

While in child race and physiological psychology experiment is used more or less, there is a line of work that does not belong directly to either of them. It is a distinctly experimental work aided by introspection, observation, and comparison. It is the experiments upon the students themselves by themselves and others. The application of experiment to the senses and to all the mental processes is a fruitful line of investigation. For this work as well as for that falling under other methods, there should be a laboratory especially fitted up. This is not only coming, it has come in a number of the progressive normal schools of this country. From the foregoing it would appear that an individual to be properly prepared to start out as a teacher of children should have such training in psychology as to make him familiar with child life in its widest sense. Such a familiarity cannot be gotten up in the time usually devoted to the subject. The student should have two years in *child race physiological and experimental psychology*.

To what extent the normal schools are up to the requirement set forth we shall consider for a moment. Thirty of the leading schools of the United States devote on an average twenty-nine weeks to the subject. One devotes sixty weeks; one, forty-two; seven, forty; one, twelve; four, thirty; four, twenty-five; nine, twenty. Many of the normal schools that have not been taken into the reckoning devote from twelve to twenty-five weeks to the subject.

No normal school student can get a working knowledge of the subject in the average time given to it. Again, the method used by students and teachers has been and is yet largely a process of learning words and then thinking they know something about psychology. These are some of the reasons why the normal school has no higher professional standing. Here is where we want to commence to raise our standard.

Physical Geography in High Schools.

ITS POSSIBILITIES AND DIFFICULTIES.

(Abstract of paper by Edward L. Harris, principal of Central high school, Cleveland, Ohio.)

Dr. Houston has said that the study of physical geography should "form the natural introduction to elementary natural science, since it treats of the causes and effects of the things that are constantly before the child's observation." The study of this subject in educational value should have two objects; first,—the understanding of the causes upon which the forms of the land depend; second,—the introduction to other natural sciences, especially physics and chemistry.

It is not the purpose of the paper to lay out a logical course in the subject, but to take up different topics in order to show the possibilities in the method of work suggested.

First.—The essential parts of the texts should be taken, supplemented by experimental work on the part of the teacher. The pupil should be prepared with note book, in which he may place all supplementary work, including the experiments made by the teacher and by himself.

Second.—Illustration: "The earth is an oblate spheroid, being slightly compressed at the poles, and slightly bulging at the equatorial regions." This is a statement of the fact in the text. It conveys to the pupil little of the cause of the shape of the earth, if indeed it does of the shape itself. Show with the whirling table, by the depression of the flexible hoops, the flattening at the poles, and the bulging at the equator. The probable cause of the shape of the earth, formed while in a plastic state, is seen and understood, and in addition the second object of the study is realized, "The introduction to other natural sciences." Newton's first law of motion is understood, and made to apply to the earth in its orbit, and to the earth in her relation to the other members of the solar family.

Third.—The differences between physical and chemical

changes should be shown early in the course. Chemistry will be of assistance in explaining many phenomena connected with this subject. The object should be not to teach chemistry nor to show the reactions, but to bring about certain results. This will stimulate the child to ask questions and to investigate. This may be followed with the definitions, discussion, and illustrations of the general properties of matter.

Fourth.—In discussion the ocean currents, what an opportunity there is to bring forward, define, and illustrate such terms as motion, velocity, acceleration, momentum. Newton's remaining two laws of motion may be stated, tested, applied. The parallelogram of forces naturally follows, not the simple statement, but the demonstration. The pupil will then understand the direction of the ocean current. Under the subject atmosphere, experimental work will show the composition, elasticity, weight, pressure, and density of the atmosphere and cause the terms to be understood. The pupil will never realize when he enters the subject of physics. Friendly terms will meet him at all points.

Fifth.—It is suggested that the subject of physical geography be placed in the second year, and the full time given to it. It should be followed in the third year by physics.

Sixth.—Difficulties. There are three difficulties in this method of teaching: First, suitable apparatus; second, suitable teachers; third, a suitable public opinion. With the obtaining of the second, the first is overcome, and the enlightened public opinion on this subject will certainly follow if results justify.

Real Nature Study.

The following was not written for publication. It is an extract from a letter and is given because the appeal in it for school excursions is so telling. Indoor study must be correlated with outdoor study and something must be done for the city children.)

To put the last first: it is amusing, the assumption that there is no study unless a child looks at a book. I do most certainly agree with you that all teaching is inducing the mind of the pupil to study in the very process of presentation. The teacher is an engineer, and sometimes opens a valve here and tightens a screw there, sometimes lengthens the stroke and sometimes shortens it, now applies all power and now puts on the brakes. All that children do rightly in school is study. Study is mind work, and the teacher's business is to keep the minds of the class at work.

As to the senses, my opinion is that very little observation is compatible with study within brick walls. With small children the place for study is the fields, the brooks, the woods. I speak from experience. The knowledge of nature that I gained in childhood is of the utmost value. Had I had a little direction, a few names; had I had suggested to me certain resemblances and differences, I should not simply have known the face of every plant in the township, I should have been a botanist. The case is a bad one in cities. There is little worth observing. I see children at play in the muddy water of the gutter, and remember the cool spring brook, with the cress and mint, always running, on which we built great ships and sailed out to the ocean—an ocean of our own construction, and we had lakes, capes, promontories, bays, and mountains. We cleared forests—of ox-eye daisies—and plowed fields with crooked sticks; we built stores in the woods out of the hewers' chips, and carried on business with fruits and nuts of our own gathering. A new plant or wood was noticed, and if we could not find a name we made one and added it to our long lists—never written, but always remembered. The birds and squirrels were our companions. We knew all their haunts and voices; their voices, whether song or chirp, or chatter were more than sweet music in the still woods—it was almost worship. Every plant and tree and leaf had its own fragrance—a fragrance of spring, of summer, of autumn, of the clover, the brier, the beach, the maple, of new mown hay, of falling leaves, of ripe apples, of field of grain, each differing from the other; of newly plowed fields, of growing corn, or decaying wood. Nay, the very rocks and the stones yielded a sweet fragrance to the keen senses of childhood. The mice and ants and bugs and birds and butterflies were our study. We knew their coming and their going; the bluebird, the robin, and the sparrow told of advancing spring; when the swallow left we were warned that fall was near. Fields and woods and brambles and swamps were our home.

A swamp is an education to a child; its wealth is untold; it is a museum of wonders, never two days alike—frogs, toads, snakes, peepers; frogs, indeed, what voices they have, from the heaviest bass to the finest treble! How we made them talk and interpreted their language, and what swimming lessons they gave us! And the old logs on which we ran barefoot, the wintergreens, the huckleberries, the flags that made the masts of our ships, the flowers, the May apples—I cannot even now call it azalea—and the fragrance of the hemlock, the crinkle root and the spice bush. Then the anemones, hepaticas, trillium, each with a name that we had given it—and the glorious sun sending down its kindly rays upon our thoughtless heads. All of which leads me to say: if you wish to educate a boy, give him a swamp. There is more education in a swamp than in a primary school that covers half a block. But what I started to say was that this

that I know in my own experience is vastly more than sense education, it is an uplifting of the whole being of childhood. It is this uplifting that I mean by nature study. It can no more be gained in a school-house than a leviathan can be grown in a quart cup.

Nature can only be studied where nature is, and that is never in a school house. Think of fooling with counting sticks, I learned by counting yellow butterflies bunched on the moist ground, and birds in the trees. Now, none of this is *sense education*; it is the gathering in of nature so as to modify the whole character of the child, so as to make the child ready to learn from nature; it is a kind of unification of the child with nature, a kind of unconscious preparation for other work in later years.

I believe most firmly in observation, but there is no real observation without inference or emotional effect.

As to primary education to which you refer, we cannot get it in its best phase, nor, indeed, in much of any valuable phase in a school-house. School-house education must be based upon memory and imagination. I think power of suggestion as to truth grows out of conditions such as I have alluded to above. Suggestion having put the mind in quest of truth, observation, involving more or less sensation is the means of quest.

The most that observation does at first is to suggest what may be; then comes experiment to verify the suggestion or prove it false. Here it is that the senses with all the helps that the wit of man has devised come in to do their work. A. G. MERWIN.

Brooklyn, N. Y.

Industrial Training: As Applied to Indian Schools.

(Synopsis of address by Capt. R. H. Pratt, superintendent of the Indian school at Carlisle, Pa.)

The school can be just as potent an engine to create prejudice, stifle ability, and narrow opportunity as it can be to extend these qualities.

The problem will remain as long as the Indians are continued in masses apart from our other people, because by such massing they are held to their industrial inability and their ignorance of our language.

The Indian is a man like other men. He has no innate qualities that condemn him either to prolonged separation from other men, or to generations of slow development. He can acquire all the qualities of good useful citizenship in about the same time that other men acquire them. He is hindered or facilitated in acquiring them only by conditions and environments that would equally hinder or facilitate other men in acquiring the same qualities.

A usable knowledge of any language is quickest and best gained through association with those who use it. Upon his having a usable knowledge of the English language hinges all his success in his industrial training. Ignorant of the language he is walled out industrially and in every other way.

The best agricultural school is the agriculturist on his own farm, where the daily pressure of necessity to get the work done, and where the living and something more hinge upon industry, skill, and intelligent management. Working with the farmer and mechanic the Indian learns what a real day's work is, and becomes in every way a part of the situation. He acquires another most essential quality seldom or never taken into consideration in estimating his needs, and that is the courage of civilization, the courage of language, the courage of industry.

The Indian is to save his life by being consumed and lost in America. The best way to get civilization into the Indian is to get the Indian into civilization. If there were no Indian reservations, no Indian bureaus, no Indian annuities, no Indian schools, and the Indian had had to "root hog or die" like the rest of us from the start, there would be more live Indians to day than there are, and we should not be confronted with an Indian problem.

We must not depend too much on industrial training in Indian schools, however practical or however promising the conditions. The best Indian industrial school can only inaugurate the industrial idea and give a smattering of industrial usefulness. The bone and sinew of real industrial worth comes only through actual competition with the real industrial bread-winner. The largest results that may be secured through industrial school training for Indian youth will only be obtained through locating the schools in our civilized and industrial communities, so that the examples of our own industry and skill may be always before the pupils.

Thank God for the American principle which recognizes the individuality of every man and does give to so many of our vast population such individual opportunities; and also for that great typical American and poet who so quaintly and truly stated it all when he said,

"The great American idea is to make a man a man and then to let him be."

Precautions in Disease. II.

By E. E. BARRETT.

In a previous article *precautions* in reference to the prevention of contagious diseases were spoken of. But supposing that after all our careful precautions, a contagious disease has broken out, we are confronted with the more serious question; prompt action is absolutely necessary, in reference to life and health. Different cases and different diseases will require different mode of procedure.

If a contagious disease breaks out in your school, have the ill one, or ones, taken home as soon as possible and by such a route as not to expose others on the way. At once notify the parents of the nature of the disease and caution them about exposing others to the same. Notify the adjacent families, so that the children are kept apart as much as possible.

Avoid panic, and excitement. Very much depends upon what the disease may be. If it is the *measles*, avoid exposing others, but don't discontinue the school.

Treat *whooping cough* and mumps in the same manner. If you should be so unfortunate as to have a case of *small-pox* break out, attend to a general vaccination, at once. In the case of *scarlet fever*, I think we should be guided largely by the advice of a skilful physician, as there are many types of this disease. Avoid exposure as much as possible and give the matter immediate attention.

In diphtheria we must act in a careful manner, and not give our decision too hastily. We can connect the contagion of many other diseases with the patient's breath, the shedding of the epidermis, but the cause of diphtheria is not easily defined, and oftimes seems obscure and to cling to certain localities.

We find many cases of so-called diphtheria is nothing more than *follicular tonsillitis*, or some other minor form of throat disease, but when a distinct case of genuine diphtheria has been made out, careful separation will very often prevent spread. But if there is no indication of spread, I think it best to adjourn school, for at least two weeks anyway. The community will be in a stage of extreme excitement and the school very poorly attended. During this temporary close, you can have a thorough house-cleaning and give the premises a most radical disinfection.

Where a case of *diphtheria* or *scarlet fever* has been brought to a school, there is little doubt that others will follow, so house-cleaning can be gone into at once.

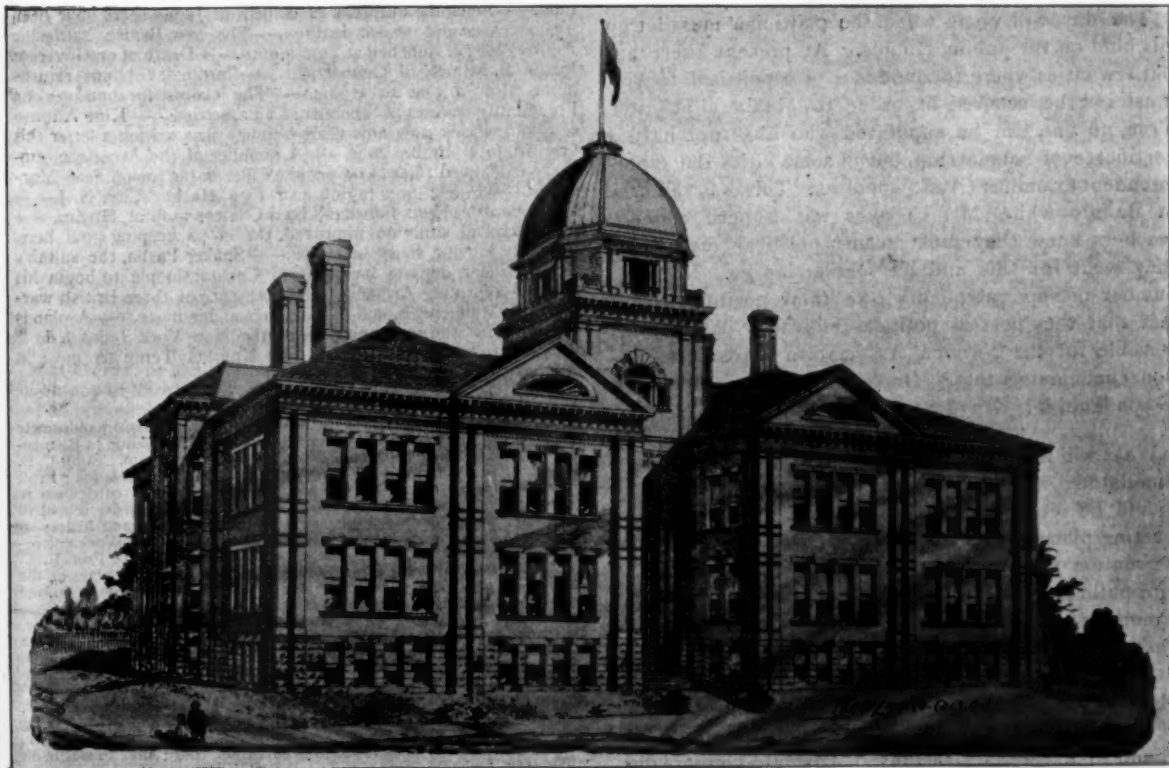
Diseases of the eye should receive careful attention. If they secrete pus, they are very often contagious and should be looked after by a physician. Isolation will act as a safety-valve, until all danger is passed by. Many skin diseases are very contagious and should be treated as hinted above.

Wherever there is prompt notification of all contagious diseases, and prompt attention given thereto by teachers, physicians, and boards of health to the first cases of disease in their incipient stages, many contagious diseases are prevented from spreading and no necessity for disruptive methods.

Teachers should make this subject a careful study, as upon them lies great responsibility in this direction. The following table taken from the one furnished by Dr. Whitelegge may prove of some value to teachers and others interested:

Table.

NAME OF DISEASE.	QUARANTINE TO BE REQUIRED AFTER LAST EXPOSURE TO INFECTION.	EARLIEST DATE OF RETURN TO SCHOOL AFTER AN ATTACK.
Small-pox.	18 days.	When all scabs have fallen off.
Chicken-pox.	18 days.	When all scabs have fallen off.
Scarlet Fever.	14 days.	Six weeks, and then only if no desquamation or sore throat.
Diphtheria.	12 days.	Three weeks, if convalescence is complete, and no sore throat, albuminuria or discharges remain.
Measles.	16 days.	Three weeks, if all desquamation and cough have ceased.
Whooping-Cough.	21 days.	Six weeks from the commencement of the whooping, if the characteristic spasmodic cough and whooping have ceased. Earlier if all cough be gone.
Mumps.	24 days.	Four weeks, if all swelling has subsided.



HUBBARD AVENUE SCHOOL BUILDING, COLUMBUS, OHIO.

Editorial Notes.

The people are beginning to learn that a person who has not made a study of pedagogy and of the child, and is not willing to devote his best efforts to the education of youth, has no right to accept a position as teacher. Before long they will demand that all who are not able to conform in their teaching to the foundation principles of child-education be discharged. The politician has no power to stay the tide; his "influence" is waning. The superintendent or principal who thinks himself safe because he is "solid" with the politicians will have to go first. None but qualified educators will be allowed to remain. The prominent newspapers in their editorials on schools give indices of the feeling of intelligent citizens in this matter. Here are a few words from an editorial in the *Denver News* that have the right ring:

Let us employ "only those teachers who understand the working processes of the child's mind, and the needs of his body. . . . Above all let us save the child from the immature, half-baked teacher who barely manages to receive a certificate and teaches the country school as the easiest way of earning her wedding outfit. There will be a new era in education when teaching is recognized as one of the greatest and grandest of professions, and is remunerated as such; when it is regarded as a high calling, not as a makeshift; when it enlists in its ranks the savants, not the undergraduates of inferior academies. It is this for which the recognized educators of the world are striving, and when we have such teachers we shall attain the true purpose of education, which is 'to cherish and unfold the seed of immortality already sown within us; to develop, to their fullest extent, the capacities of every kind with which the God who made us has endowed us.'"

The day will come when the politician must let go his hold on the public schools. At present there are but few cities where the influence of a political "boss" must not be secured in order to obtain a position. True, no one can be appointed who does not have a certificate of scholarship, but in some cities the superintendent examines (?) and appoints. This was the case in Buffalo while Mr. Crooker was superintendent; teachers knew they must secure political "help" and they went for this and let scholarship go. No small number of superintendents owe their positions to the fact that they possess political influence. Would it be possible for the National Association to pass a resolution condemning this? Or for each state association to condemn it? Have we reached that point?

What will the N. E. A. do with the \$60,000 it has accumulated? It would seem that a part of the money should be set aside for the purchase of a permanent meeting place. Every year the question of locating the convention gives rise to a great deal of wrangling and wire-pulling. Enterprising cities vie with each other in promising acceptable accommodations and offering all sorts of inducements; the railroad companies are drawn into the contest; boomers seize upon the opportunity to advertise their towns. From all sides of the executive committee is besieged with seductive bids. Let there be an end to all these proceedings. It would be more dignified for an educational association to follow the exam-

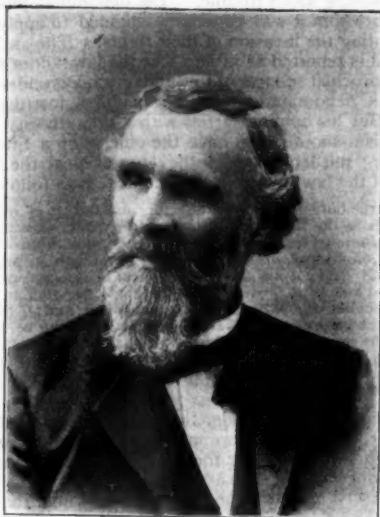
ple of the Chautauqua reading circle. The executive committee should consider this matter. Let a permanent meeting place be established at Chautauqua, for instance. A national museum of pedagogy and a great summer school might be established there; members who wish to spend the summer in Chautauqua would build or rent cottages near the association's home; in short, the possibilities of the adoption of such a plan are great and worth thinking over. What do THE JOURNAL readers say?

The school house teaches as effectually as the school teacher. There are some school-rooms where it would be impossible for the most skilful art teacher to give lessons in preparation, color, and tone, or of a sensible school mistress to talk about neatness, cleanliness, and taste in the keeping and the furnishing of a house. I commend the school teacher who cares for atmospheres, impressions, and tone, quite as much as for text-books, tasks, and for accuracy in recitations. I ask you to help him when he tries to make his school-room a place of neatness and brightness, with plants, flowers, pictures, statuettes, window and wall hangings, and whatever besides may give a child ideas of taste, of purity, of restfulness, and which will fill his soul with images and memories to go with him to the end of life, a source of inspiration and a guard against evil."—*Bishop John H. Vincent.*

Leading Events of the Week.

Mujiga, a Cuban chief, put to death by order of the Spanish authorities.—The French government bestows decorations on German naval officers, and the German government on French officers who took part in the celebration at Kiel.—Spain agrees to pay the Mora claim, Sept. 15.—Rear-Admiral Kirkland, after diligent inquiry fails to find evidence of the ill-treatment of Christians in Syria.—The British minister in China instructed to demand a full inquiry into the Ku-cheng massacre.—The American mission chapel and school at Fu Chu wrecked by a mob.—Since the outbreak of cholera in Japan there have been 25,000 cases and 16,000 deaths.—The new British battleship *Prince George*, launched at Portsmouth.—Death of ex-Governor Luzon B. Morris, of Connecticut.—Cardinal Gibbons returns home after a visit to Rome.—The claims for outrages on French missionaries at Szechuen, China, settled.—King Alfonso of Spain who is now nine years old, has just written a letter (his first attempt) to the Pope.—A member of the American embassy is allowed to see ex-Consul Waller in his prison near Marseilles.—Forest fires raging near Egg Harbor City, N. J.—Two Spanish priests murdered by a Chinese mob at Hoyun.—The financial situation improved, the crops keeping gold here. Currency moving south and west.—Shaker Pasha, the sultan's commissioner, departs hastily from Constantinople to begin his work of reforming Armenia. The presence of three British warships off Mytelene is said to have caused his haste.—A plan is proposed for the reorganization of the New York, Lake Erie & Western railway company.—The Knights Templars meet in Boston.

The twenty-fifth annual of THE SCHOOL JOURNAL is most handsomely and profusely illustrated. "Courses of Study and Correlation in Elementary Education," have been made the subject of a symposium. Supt. C. B. Gilbert, of St. Paul, presents a most suggestive plan of correlation; Prof. Edward F. Buchner, of Yale university, treats the school curriculum in general; Dr. Frank McMurtry, dean of the Buffalo university school of pedagogy, brings a strong argument in favor of literature and history as the central line of work in schools; Prof. Bliss, of the New York university, treats concentration from the experimental standpoint; Prof. E. E. Brown, of the University of California, contributes valuable notes on the correlation of studies; and Prof. M. V. O'Shea, of the state normal school, at Mankato, Minn., explains the meaning of correlation and concentration. Besides this, the theories of Dorpfeld, Col. Parker, and Dr. De Garmo, on concentration are presented. An article that will create a stir in educational circles is that by Prof. Levi Seeley, of the state normal school, at Trenton, N. J., on "Religion in the Common Schools." Another most interesting feature of THE SCHOOL JOURNAL annual is a symposium on the National Educational Association. Mr. Zalmon Richards, first president of the N. E. A., is the author of the principal article, giving the object, history, and a summary of the work of the organization. Dr. Harris, United States commissioner of education, contributes an article on "The Main Function of the N. E. A." "The Reports of the Committee of Ten" and "Committee of Fifteen" are also fully explained.—From *Christian Work*.



Daniel Putnam.

Professor Daniel Putnam was born at Lynderboro, New Hampshire, and comes from good Puritan stock.

The first years of his life were passed on a farm, in a lumber mill, and a carpenter's shop. His early education was gained in a district school, and after his tenth year he was able to attend during the winter only. This was all the schooling he received until he was twenty years of age, when he attended an academy, and fitted himself for college, entering Dartmouth in 1851. After his graduation he taught school in New Hampshire, then in an academy in Vermont, and later spent part of a year at Amherst college, doing post-graduate work. In 1854 Professor Putnam went to Kalamazoo college, Mich., as professor of Latin, which position he held four years, resigning to take charge of the public schools of Kalamazoo. At this time there was no systematic arrangement of the city schools. He showed such excellent executive ability and capability for organization that when he returned to the college in 1865 he left the city schools organized upon a sound basis.

In 1867 he was elected county superintendent for Kalamazoo county. After holding this position for a year and a half he left it for a professorship in the normal school at Ypsilanti, which position he still occupies.

Professor Putnam's published works comprise, "Sunbeams Through the Clouds" (a manual prepared for the use of inmates of asylums); "A Geography of Michigan," "Outline of the Theory and Art of Teaching," "Twenty-five Years with the Insane," "An Elementary Psychology," "A Primer of Pedagogy," and "A Manual of Pedagogics," recently issued. The "Primer of Pedagogy" is extensively used in the schools of Michigan. Professor Putnam is also one of the authors of a series of school readers published in 1882-3.

Europe.

At Tashkend, in Russian Turkestan, English has been substituted for German as an obligatory study in the high school. At Riga, on the Baltic, Lutheran pastors have been ordered to give up German and use Russian in their correspondence.

Miss McFee, of Montreal, has obtained the degree of Doctor of Philosophy at Zürich. She is a graduate of McGill university, and studied philosophy at Cornell and physiological psychology under Prof. Wundt, of Leipzig.

GERMANY.

According to the *Jewish Chronicle* there is at present much discussion as regards the appointment of Jewish teachers in the Berlin communal schools. It seems that the school board has taken an entirely anti-Semitic attitude. Last October a Jewish woman teacher, at the instigation of the director of the school, gave instruction in the Christian religion in the place of a colleague who was ill. This was most decidedly a blunder, and when it became known the director was most severely censured. The school board, in consequence of this, issued an order that in the future Jewish teachers should only be engaged to teach the Jewish religion. "Thus," the *Chronicle* concludes, "the Jewish teachers are deprived of any chance of being appointed in communal schools, and this order is in direct opposition to the code, and takes from the Jews the equality they lawfully enjoy. It has, therefore, created consternation in the widest circles." Representatives of the Jewish community at Berlin have taken the matter in hand. A petition is to be presented by them to the minister of

the education department, Dr. Bosse, asking him to have the order repealed.

Philadelphia.

The downtown school-yards have never been used to better advantage than this summer. They were thrown open by the board of education as public play-grounds for the use of the children of the poor. The C. W. Beck school was visited on a hot morning. It is an old-fashioned, square-cut, two-storied brick building, strongly suggestive of a Quaker meeting house of the early part of the century, standing well back from the street between a churchyard on the east and a row of houses on the west. In front of it is an open yard, with a brick walk, leading from the school door to the street, and bounding a plot of ground innocent of paving and devoid of grass. This is separated from the street by an iron railing, and is screened from the sun by the foliage of one or two large trees. It is shady and cool in this yard whenever there is the slightest chance of its being cool anywhere, for the open lot adjoining and the size of the yard itself give a chance for the air to circulate freely about the old school-house.

Every morning with the exception of Saturday and Sunday, a crowd of children mostly barefooted gathers in the yard at nine o'clock, and from then until six o'clock in the evening the place is full of youthful merriment. The children are those of the very poor; children mostly of foreign parentage, who are used to playing in the reeking gutters of unsavory little courts and alleyways, and making mud pies in the dirt piles collected by the street scavengers. The children range in age from babies in arms, carried by children who are scarce able to toddle under the burden, to boys and girls of thirteen or fourteen; the majority, however, being about nine or ten years of age.



One of the kindergartners employed by the board of education has charge of the children numbering about one hundred, and puts them through regular exercises every morning. In the morning when they reach the school-yard they take their places upon a circular row of benches under the shady trees, that are enclosed by a rope so as to prevent the intrusion of the elders, who have no right within the circle. The kindergartner takes her place in the ring and then leads the tots through a series of kindergarten games. Simple patriotic songs are also taught. The children keep good order while in the circle, though the boys and girls are not required to attend, and feel themselves free to leave when they feel like. After the morning exercises the children are turned loose in the yard to do pretty much as they have a mind so long as they do not fight among themselves.

In one corner of the yard is a bed of sand which the youngsters dig and tumble about in to their heart's content. They are given shovels and buckets and have just as good a time as richer children enjoy at the seashore. For the larger boys there are handballs, and grace hoops and ring-toss are played by both boys and girls, and the girls have jumping ropes for their special benefit.

Many of the children come in the morning with lunch baskets, prepared to make a day of it, while others have their lunch brought them by their parents or older sisters at noon. Sometimes the mothers come and spend the afternoon under the trees. The kindergartner teacher is only present during the morning, and during the afternoon the children have to amuse themselves without her help, but they find no difficulty in having a good time until six o'clock, when they are sent home and the yard locked.

There are three other play-grounds of this kind in the city, at the Mount Vernon school, Lyons school, and the kindergarten at Second and New streets. The kindergarten teachers are changed every month.

The plan originated with the board of education, and was put in operation on the 1st of July. It deserves to be widely known. Probably there are other cities that would like to try the plan, which has been so successful in Philadelphia that the board of education will probably increase the number of public play-grounds next year.

Obituary Notices.

HENRY O. HOUGHTON.



THE death of Mr. Henry O. Houghton, head of the publishing house of Houghton, Mifflin & Co., occurred at his summer residence in North Andover on Sunday, August 25. He was born at Sutton, Vt., April 30, 1823. In early life he worked at the printer's trade in the office of the Burlington *Free Press* and later graduated from the University of Vermont, paying his own way by hard work. At the age of twenty-three he entered the employ of the Boston *Evening Traveler* as typesetter, proof-reader, and reporter.

In 1849 he purchased the interest of Mr. Freeman, of the firm of Freeman & Bolles, then among the leading printers of Boston, and soon afterward the new firm of Bolles & Houghton began the printing business at Cambridge. In 1852 Mr. Bolles withdrew from the firm, and the title became H. O. Houghton & Co. The business was removed to its present site on the banks of the Charles river, where the Riverside Press assumed its name. This has become famous the world over for the excellence of the work it has turned out.

The consolidation of the firms of H. O. Houghton & Co., proprietors of the Riverside Press, Hurd & Houghton and James B. Osgood & Co., occurred in 1878, giving the new alliance privileges covering the works of Longfellow, Whittier, Emerson, Holmes, Lowell, Thoreau, Hawthorne, Whipple, and others of equal importance. In 1889 they purchased the valuable copyrights, plates, etc., of Ticknor & Co.

Mr. Houghton cultivated intimate and pleasant relations with the authors whose works were issued by the firm. A son, associated with him in the business, and three daughters survive him.



CHARLES NORTHEND.

Prof. Charles Northend, who some years ago was a most prominent figure in the educational field, died at New Britain, Conn., August 7. He was born at Newbury, Mass., 1814, and was graduated at Amherst. For twenty years he taught at Danvers and Salem, and during the last three years of his stay at Danvers he was superintendent of schools. In 1855 he was chosen superintendent of schools of New Britain, holding the position for eleven years. For twenty years he served as a member of the school committee.

Mr. Northend was for fifty years a member of the American institute of instruction, and in 1863 was elected its president. For a number of years he was president of the Essex county teachers' association. He traveled over New England, New York, and Pennsylvania, holding teachers' meetings and lecturing on educational subjects. His writings comprise "The Teacher and Parent," "Teachers' Associations," "Memory Gems," "Choice Thoughts," and a "Life of Elihu Burritt."

Mr. Moritz Etheiler, senior member of the firm of M. Etheiler & Son, 139 Maiden Lane, died about a week ago. He was instrumental in securing the introduction of German in the public schools and was the author of several English and German textbooks.

Illinois.

Evanston is determined to get rid of the state industrial school for girls. Dr. P. L. McKinnie is particularly active to secure its removal.

Action on the location of the new Southeastern Illinois normal has been deferred until September 5. The leading competitors for the school are supposed to be Mattoon, Danville, Charleston, Olney, Tuscola, Paris, Shelbyville, Kansas, Palestine, and Lawrenceville. The board is said to be hopelessly divided in its preferences, and if able to come to any agreement at all not unlikely some inconspicuous point may be selected as a compromise measure. At present Pleasants, Walsh, and Rice are alleged to favor Mattoon; Barr Tuscola, and Ingles and Youngblood are supposed to lean toward Charleston.

THE FLAG LAW.

The law requiring the national flag to be hoisted above all educational institutions, both public and private, during school

hours, is causing much trouble. The denominational schools of the state to whom it was especially intended to apply, are vigorously resenting the invasion of their rights. The assistant attorney-general is reported as saying that the law "does not apply to so-called parochial schools or to Sunday-schools under the charge of religious denominations where religious instruction is imparted." But his opinion carries with it no authority. Any fanatic patriotism-shouter can have the officers of a Sunday-school arrested for "misdemeanor" if they do not hoist the flag, for the language of the law, which is very explicit, is as follows:

It shall be the duty of all school directors and boards of education of all public schools in the state and trustees and boards of directors of all colleges and educational institutions of every description in this state, whether state, county, municipal, district, sectarian, or private, to provide United States national flags, of not less than 4x8 feet in size and cause the same to be unfurled and kept floating from a suitable flag-staff to be placed on the top of all public school-houses, college buildings, and all buildings used for educational purposes in this state, whether the same be conducted by the state, or by the county, township, municipal, district, sectarian, or private authority, on each and every day when such schools, colleges, and educational institutions are in session from 9 o'clock A. M. to 4 o'clock P. M., in each and every year.

Section 5 of the law provides that "prosecutions under this act shall be by complaint or information and be tried by any court of competent jurisdiction under the same rule as misdemeanors."

This product of legislative asininity will not long remain on the statutes. The Lutherans and Catholics hold that if Illinois can say to the private schools within her borders that they shall float flags of a specified size at certain specified times, she can make other encroachments upon their private rights; in other words, they hold to the simple proposition that if the state has once established its right to exercise control over a private school for one purpose, from that moment dates its right to control the school for all purposes. The separation of church and state is to be upheld, and intelligent voters naturally resent the interference of one in the specific affairs of the other. It is not a question of buying and displaying flags; it is one of the rights of a state to exercise control over educational institutions which are supported by private subscriptions and not by public taxation.

Legislators have power to make exceedingly foolish and mischievous laws, and it is well to let them feel that this does not include the privilege to exercise it.

Iowa.

At the Hamilton county, Iona institute, Prof. A. D. Cromwell, of Tobin college, Fort Dodge, gave a practical talk on Child Study. He called it the great educational movement of the day. By its means educators seek to discover the causes of success where success has been won. Child Study is of benefit to the teacher, first, to teach her the general tendencies and apparent inconsistencies of human nature; second, to give her knowledge of the best stimulus through which to govern and through which to gain intellectual and moral growth. A physician does not put up his prescriptions *en masse*, but he studies the peculiar symptoms of each case and then prescribes accordingly. So should the teacher study each child. It is not the class, but the individual that we should seek to train in the way he should grow. The speaker said, "We have kept a record of attendance and pages passed over too long. If this is the only record kept, the child will come to think this the all important part of the school work. Whereas, growth, intellectually and morally is what we are trying to gain. If a record is kept as suggested the teacher will see the child as he is and be able to adapt her questions, remarks, etc., to fit his individuality. My honest belief is that no teacher of the future will be allowed to teach until she knows as much of Child Study as she knows of arithmetic or history, etc. So, if you wish to be a first class teacher, you must join the ranks and march on with the line of progress."

South Carolina.

The State association proposes to give its full support to the establishment of educational libraries for the use of school teachers in each county and in every large city of the state. County associations of teachers have already been formed and a state organization perfected. Now it is proposed to ask the legislature to have inserted in the school law provisions whereby school libraries may be established, the purpose being principally to afford teachers the opportunity to consult the best authorities on the subjects arising in their departments and to provide incidentally lines of collateral reading for pupils. The legislature will not be asked to support these libraries entirely, nor to provide for their growth. The teachers, by individual effort and through the associations, are expected to secure additions to the libraries and to provide for their development.

A charter has been granted to the South Carolina Co-educational institute of Williston, S. C. Mr. F. W. C. Bailey is the president, and Mr. L. S. Mellschamp the secretary of the institution.

Arkansas.

The legislature of Arkansas granted \$225,000 for teachers' normal school instruction during the summer, each county having the benefit of one month's instruction. This is a landable move. That the teachers appreciate it is shown by the fact that over 5,900 of the 6,000 teachers were in attendance.

Pennsylvania.

Harrisburg, Aug. 20.—State Supt. Schaeffer has just given an important opinion involving the right of certain persons to teach in the public schools of this state. He decides that a teacher of music, drawing and other special branches, must hold a certificate from the proper school authorities covering in addition to these branches the legal branches, which include orthography, reading, writing, geography, English grammar, arithmetic, history of the United States, physiology and hygiene. This question has arisen during the summer vacation in many school districts of the state. This opinion will throw many persons out of employment for the coming term, but an opportunity will be given to those who have not qualified to do so at once.

Dr. Schaeffer received a letter from a Mennonites, of Somerset county, inquiring whether the "religious-garb" act passed by the last legislature debars Amish and Mennonites from teaching in the schools, and protesting against its enactment. The writer says a young man of this sect has just been appointed to a position in one of the schools in that county, and wants to know if he is debarred by the act from teaching.

Supt. Schaeffer replied that there are no cases pending in the courts involving the right of these denominations to teach in the public schools, and, therefore, no judicial construction has been placed upon the act.

Massachusetts.

An association called the "Little Red School House" has been formed in Boston. Capt. Frank M. Scott is the president. It is for such as object to the A. P. A.

New Salem academy celebrated its 100th anniversary on August 15. A large number of alumni were present. George W. Horr of Athol, president of the alumni association, gave the principal address. Rev. A. W. Goodnow recited the centennial poem.

Miss Ethel Williams, of Auburn, Me., has been elected as teacher of science in the West Springfield high school, a position made vacant by the resignation of Mr. Arthur H. Berry. Miss Williams is a graduate of Bates college, Lewiston, Me.

Rhode Island.

Mr. Wendell A. Mowry, the vice-principal of the Central Falls high school, recently married Miss Mabel Thayer, a teacher in Woonsocket. Mr. Mowry is president of the high school association and is considered one of the most promising teachers in the state.

Ohio.

TWO ADDRESSES BY PRESIDENT CANFIELD OF THE STATE UNIVERSITY.

President Canfield, of the State University of Ohio, is proving his willingness to help advance the educational interests of his state in the right way. The power of his influence will be felt in every part of Ohio before long. THE JOURNAL has received abstracts of two addresses recently delivered by him. At the institute at Columbus he spoke on the relation of the common schools to the institutions of higher learning:

He said he regarded the district school as the foundation of higher education. Without the foundation there could be no higher learning. The teachers of the common schools lay the foundation for the future men and women of the century. "You handle," he said, "75 per cent. of the people of this state, people that never go to us or to any institution of higher learning." The question that is dear to the heart of every American citizen is how to make our country the model of a free nation. Intelligence alone can make a nation.

It was a blunder before the civil war and it was blunder after it was over, we are still blundering. It was intelligent men and women that brought order out of the chaos in that dark time. "Why," said the speaker, "I could name a dozen women that could have filled the chair of chief justice of the United States better than Justice Taney, when he gave the Dred Scott decision." But in spite of all this blundering we have forged ahead. In the future we must rely on the intelligent men and women for the make up of our nation.

Referring to the training of school children in general, he said: "We must educate the child to be a good citizen and the rest will take care of itself. Inspire them with the thoughts of their country and create in them love of country. Your spirit will awaken in them new ideas and thoughts and a willingness that will quicken and enliven them."

"The question has been asked what is a state system of education. The idea seems to be that it is a system of schools scattered throughout the state. That is not right, it is a grade system beginning with district school and ending with the university. As a well known educator has said the common school is the bottom of the ladder and the university is the top and every round is perfect. Another mistake that we so often make is in judging a man by the amount that he gets out of the state and not by the amount that the state gets out of him. There is one thing that we should

urge on the people and that is the higher education. A teacher that would advise a pupil to leave school after he had finished the graded school is, to use plain language, guilty of disloyalty to his state and to the pupil."

In closing President Canfield said: "Intelligence, integrity, simplicity of life and unselfishness are the four things that go to make a great nation and they are the very things that will make a success of any free nation."

At a public lecture delivered at the university President Canfield spoke on "Some Aspects of American History."

TEACHING HISTORY.

He began by saying that if he were teaching history in the public schools he would spend one-half of the year in unteaching what had already been learned. The most important thing was to get the pupils to understand the spirit of American institutions. Dates were useless unless something of the times was known. Progress had been made in America because of the genius or spirit of the American people.

In order to understand that spirit it was necessary to go back and study the past. "The genius of a nation has its roots in the past."

The success of the colonists in the Revolutionary war was due to something more than numbers and ability. To understand the result of that struggle, one must study the century of English history during the reigns of Elizabeth, James I., Charles I., and Cromwell and Charles II.

Out of the strife of that hundred years came the Pilgrims who settled the new land. The speaker acknowledged also the debt due to the war spirit of the Dutch of that century, who swept the Atlantic with their guns. The Swedes who settled in Delaware carried the spirit of the Thirty Years' war with them. The German blood brought solidity and strength, gained in the same struggle and the flower of the French driven from home by the Edict of Nantes, brought with them the wit and ingenuity of the American people.

In closing words he emphasized that ours was a magnificent heritage, and that our children should be taught how rich it is.

New York City.

The call for a special meeting issued by President Maclay, of the board of education, to take measures for securing sites for seven new school-houses was answered by an unusually large attendance. The board seems to be fully alive to the urgent and immediate need of more and better school facilities. It was unanimously resolved to petition the supreme court, through the corporation counsel, for the appointment of commissioners to condemn for school sites the following property: northwest corner of First avenue and Ninety-first street; St. Nicholas avenue, between 126th and 127th streets; south side of Twentieth street, between First and Second avenues; Rivington street, between Forsyth and Eldridge streets; block bounded by Varick, North Moore, and Beach streets; block bounded by East Broadway, Scammell, Henry, and Gouverneur streets; East 149th street, from Beach to Union avenues.

The board also passed a resolution requesting the school trustees of the several wards where small parks are being laid out to ask for the erection of schools in such parks when they are established. These new parks are being laid out at Corlear's Hook, Mulberry street, and East River Park.

Among the 2,000 school children in the big Hebrew institute in East Broadway, two societies were formed with the object to aid the street-cleaning department in its work of keeping the thoroughfares of the district, in which these boys and girls live, clean and in order. This commendable enterprise, unfortunately, did not live long. The teachers, it seems, neglected to keep awake the interest of the pupils in the work.

LESSONS IN PURE PHONICS.

Mrs. Eliza B. Burnz is teaching her method of pure phonics in some of the vacation schools of New York city. THE JOURNAL has been favored with a plan of it which is here presented:

"Teaching pure phonics is giving instruction and drill on the phones or elementary sounds of our spoken language, *entirely apart from letters*; the training being *of the ear alone*. The object sought in giving instruction in pure phonics is to secure, in both native and foreign children, a better articulation and pronunciation of the English language.

The means for obtaining this desirable result are:

1st. Showing that the spoken words are all made of the pure breath—*h*, or of the voiced breath—*uh*. That this pure breath or voiced breath is molded into different sounds by the organs of speech; the lips, teeth, tongue, palate, and throat assuming various positions.

2d. Showing how to place the organs of speech in position to produce the different sounds.

3rd. Teaching the distinction between the two chief divisions of sounds, namely, the open sounds (vowels) and the touch sounds (consonants), and drilling on the shapes of the mouth in uttering the vowel sounds. Showing that the open sounds are all made with the voiced breath, and are the kind of songs that can be sung.

4th. Teaching the touch sounds. Showing that eight of these are made by the use of pure *breath* only: p, t, c, k, f, th, s, sh. Teaching the proper position of the organs of speech to produce each of these breath sounds. Teaching the production of these sounds with but small expenditure of breath, and no voice or explosive breath following them.

5th. Teaching those touch sounds in which the *voice* is heard, and showing how eight of them correspond with the eight breath sounds in the position of the organs of speech. Then drilling on the remaining six voiced consonants, r, l, y, m, n, ng.

6th. Teaching the analysis of spoken words into their elementary sounds, beginning with simple words and proceeding to those more difficult.

7th. Taking notice of lapsing or other faulty pronunciation in pupils and correcting the defect by showing the proper position of the organs of speech.

8th. Securing the clear enunciation of sentences composed of words hav-

ing difficult combinations of consonants, as, "the *blasts* blew and the *masts* cracked," by having each elementary sound pronounced separately.

Lessons in pure phonics require no books, no material, no expense of any kind, and but five or ten minutes daily of the teacher's time. But the instructor's knowledge of phonics must be *thorough*, and, to ensure the attention and apprehension of children, the sounds and all information regarding them must be presented in a lively, attractive manner. A short drill on pure phonics should precede every oral language lesson.

Daily drill in every grade will strengthen and also relax the facial and jaw muscles, so that children will habitually open their mouths wider when speaking and reading."

A free class for the discussion of phonics and drill on special sounds meets at Mrs. Burnz' school-room, No. 24 Clinton Place, New York, every Monday from 4 to 6 P.M. Many teachers avail themselves of this opportunity to become acquainted with the new branch of language teaching.

St. Louis.

The following report was received from St. Louis last week:

A protracted meeting of the city school directors held on Monday night, August 13, nearly ended in a riot. For some time opposition to Supt. Long has been developing, and his resignation or removal has been publicly demanded. Matters at the meeting went along without special incident until a motion was made to adjourn, when a substitute was offered that the superintendent be dismissed. Pandemonium broke loose, and President Brockan called in a squad of policemen. This aggravated matters, and for a time a collision was imminent. Under the lead of President Brockan and Director Brady, charges of incompetency, old-fogysm, and favoritism were made against the superintendent. These were hotly answered and the true basis of the fight was developed. Supt. Long and his followers were charged with being under A. P. A. control. A vote was finally reached, and Supt. Long was deposed by a vote of 11 to 9.

It was learned from a later report that Dr. Louis Soldan, principal of the high school, and at one time president of the N. E. A., was elected to succeed Mr. Long. Dr. Soldan is a well-known educationist and possesses excellent executive abilities, a fine tact, and broad scholarship, all qualities that will help him to succeed in his efforts to unite the divided factions to the end that the schools' interests be promoted.

It is reported that ex-Supt. E. H. Long will be made principal of the Peabody school. Mr. Wm. M. Butler who is at present in charge of this school will most likely be promoted to assistant-principalship of the high school. The salaries are the same for both positions.

Chicago.

The wail's mission and training school has accomplished much good among the newsboys and wails. Last year it had 112 pupils with a daily average of 35 to 40. Large rooms have now been secured and the institution will be able to extend its benefits to a greater number of poor and homeless children.

The salaries of teachers are much discussed by the people. In Chicago an investigation has been made to find out whether teachers are overpaid or underpaid. They find that after a course through the high school and six months in the training school, a young girl there is eligible to teach. The lowest salary paid is \$450 a year of 200 days, equal to 1,000 hours or forty-five cents an hour. This is gradually increased until after five years seventy-seven and a half cents an hour is paid. This is for the primary grades only, and from this there is a promotion up to assistant superintendentship, with salaries of \$4,000. The report closes with this classic nonsense:

"Nobody will claim that \$450 a year is a large salary, but on the other hand, where can a young girl earn that much the first year and only work five hours per day for 200 days? There is not a skilled mechanic outside of a few trades where employment is spasmodic who receives as much as 45 cents per hour; certainly none who receives 80 cents per hour, as our teachers do after five years, regardless of merit. There are no clerks of either sex in Chicago who receive as much as 45 cents an hour, and hardly a book-keeper or commercial cashier who receives as much as 80 cents an hour."

The part of the report referring to the "number of hours per day" must have been written by a person wholly ignorant of the work of teachers and thinks he can measure it with a tape line. Who ever heard of anyone proposing to measure the fee a physician ought to receive by the length of his prescriptions! Whose fault is it that low opinions of the teacher's work still prevail?

Chicago has nine assistant superintendents. The city is divided into eight districts, with about 25,000 scholars and a superintendent in each. There is also a superintendent who takes charge of the twelve high schools. New York can learn something of Chicago in this matter of organizing the school system.

There was much excitement at the school board meeting when the letter of comptroller Wetherell was received by which the impression was conveyed that the board came under the provisions of the civil service act, and that teachers and superintendents must qualify before the commission. But there was no occasion for alarm. The law specifically exempts teachers, superintendents, and other employees of the city engaged in educational work from the jurisdiction of the civil service commission.

Life in a Paris School.

The large Paris schools are called *lycées*, or lyceums, but the pupils refer to them as "boxes;" and this is not at all surprising when you consider that the boys are kept shut up in the schools just as if they were in a box or a prison. There are also required to wear a distinctive uniform, which is usually of dark blue cloth, with gold buttons and gold embroidery, and a peak cap bearing the monogram of the school in front. They sleep in dormitories, fifteen or twenty in one room, and get their exercise and recreation in a graveled court-yard in the rear of the school buildings. This yard is usually not very large, and the only games the scholars play are marbles, tops, and leap-frog or tag. There is no football or baseball or tennis, and even the childish games they do indulge in are under the supervision of a tutor. On Thursdays the boys are taken out for a promenade in charge of a tutor, and they are marched around the streets two by two for an hour or more. Boys whose parents live in Paris, and those who have friends in the city, are allowed once in two weeks to visit their friends and relatives on Sunday. Of course almost every boy can rake up some sort of a "relative," for the sake of getting out of the "box" occasionally, and those with imaginary relatives spend their time on the boulevards eating cakes and seeing the sights. This they would probably not do if they enjoyed the liberty accorded to American boys, instead of being confined for weeks in a walled yard.

The method of punishment is to make a scholar write several thousand lines as a task, or to deprive him of his Thursday walk, or to deprive him of one or more of his Sundays out. A minor punishment is inflicted by making the boys stand up against the wall of the play ground and learn Latin verses by heart during recess.

The working hours are somewhat longer than in America, because certain fixed hours are set aside for preparation and study. For instance, there is a recitation at eight o'clock in the morning, then a study hour, and then fifteen minutes' recess, followed by another study hour. In the afternoon there are usually two recitation hours and one study hour. All studying is done in the class-rooms under the supervision of a tutor, and no talking is allowed. As a result of this enforced silence the boys become adepts in a sort of deaf-and-dumb sign-language, and carry on lengthy conversations which they would never think of wasting time on if they might say what they had to say out loud. At four o'clock every afternoon the boys line up in the play-ground, and servants pass along in front of them with baskets of bread-and-butter, each boy helping himself to a slice as his turn comes.—From Harper's *Young People*.

Notes of General Interest.

Persia has asked the Russian government to send engineers to survey the route of the proposed railroad from Teheran to Tabriz and thence to a point on the trans-Caucasian railroad.

M. Janssen has had determined the existence of water vapor in the planet Mars by means of the spectroscope. An account of his discovery has been sent to the French Academy of Sciences.

Dr. Baccelli, the Italian Minister of Public Instruction has given orders to resume the excavation in the interior of the Coliseum at Rome, which were suspended in 1878.

The torpedo fish sends out enough electricity to light a ten-candle incandescent lamp; the back is the positive pole and the belly the negative; by connecting these with a lamp and irritating the fish the lamp was lighted.

A highly interesting study of what a hundred years of war have cost France in human life has just been made public by Dr. Lagneau, member of the Academy of Medicine of Paris, and is found in the *Lancet*. When the revolution broke out France's effective army was only 120,000 men. For the wars waged during ten years in Belgium, on the Sambre, the Meuse, the Rhine, the Alps, the Pyrenees, in the Vendee, and in Egypt, there were called out 2,800,000. At the census made in the ninth year of the republic there remained of these only 677,598. In killed and in dead by disease the wars of the first republic cost France 2,122,402 men. From 1801 to Waterloo 3,157,398 men scarcely sufficed to fill the blanks which, in an incessant war against combined Europe, France incurred at Austerlitz, Jena, Auerstadt, Friedland, Saragossa, Eckmühl, Essling, Wagram, Taragona, Smolensk, Moscow, Lützen, Bautzen, Jresden, Leipzig, and Waterloo. Under the restoration Louis Philippe and the second republic, in spite of the war in Spain (1823), the conquest of Algiers (1830), and the taking of Antwerp, France passed through a period of comparative calm. The army numbered about 213,748, and the mortality ranged 22 per 1,000. In 1853-5 commenced the epoch of the great wars—the Crimea, Italy (1859-60), China (1860-1), Mexico (1862-6), and the disasters of 1870. In the Crimea, out of 300,268 men 95,615 succumbed; in Italy, out of 500,000 there died 18,673; in China, 950; and in Cochinchina, 48 per 1,000. The second empire cost France 1,600,000 soldiers. According to Dr. Lagneau's demographic tables the century from 1795 to 1895 witnessed the death in battle or by disease of 6,000,000 French soldiers.

Denver Meeting of the N. E. A.

FROM THE EDITOR'S NOTE BOOK.

[CONTINUED.]

Where will the next meeting go? The board of directors took two ballots to express their choice. The second one resulted as follows: Los Angeles 12, Duluth 9, Asbury Park 7. Treasurer-elect McNeill explained that the vote practically amounted to nothing. The executive board will decide where to hold the convention. It might be best, he thought, to have the meeting at some place which had not received a single vote.

Here is a characteristic remark of Col. Parker, showing his faith in the educative power of nature's lessons: "If I had a school in Denver, I would be out of doors with the children half of the time. The book of nature is the greatest book of all."

Three new departments were organized; one for the advancement of physical training, one of teachers of natural science, and one of school boards. The natural science teachers were particularly active to attract a large number of people to their meeting. The venerable Dr. Le Conte, California's renowned scientist in presenting to the board of directors a petition for the establishment of the new department urged the possibility of science as a field of intellectual activity, and its importance in all concerns of life made it desirable that proper recognition of it should be given in the schools.

Missouri was among the states best represented at Denver. Prin. John T. Buchanan, of the Kansas City high school, was the state manager.

Colorado registered nearly twice as many teachers in proportion to her population as has any state in which the association ever met.

Miss Harris, principal of the Duluth training school invited the association to hold its next meeting at Duluth. She said that Duluth would erect an auditorium accommodating 10,000 people and turn everything in town over to the association. Her hearty words had a telling effect on many, though the enterprising Californians who insisted that Los Angeles is *the* ideal convention city, would not admit it.

Col. Parker was asked by a reporter for a sketch of his educational system. The thoughts gathered by the interviewer give a fair outline of the colonel's high conception of the problem of education in America. Here are a few of his extempore remarks:

"To state the system briefly in which I have devoted my life," said the colonel last evening in answer to inquiries, "my theory is that the child can govern himself. Give work enough and of the right kind, and the school can be made an ideal community. Children should not be sent to school to gain knowledge, but to learn to live. There should be no rewards and no punishments."

"I thought over these things while in the army and came to the conclusion that the only solution of the great problem of republican government is in the proper education of the young. Froebel said that every child is born divine, and it is in that light I have endeavored to find my way. The spark of divinity in every child is the key-note to the control of his destiny by one who understands how to find it."

"Through all the centuries there has been a misunderstanding of the powers of the child. The doctrine of total depravity has been man's excuse for neglecting his fellowman. The position that I take is that there was never a bad boy—never a boy who could not be saved."

"The salvation of the republic is in the public schools. The school of to-day is the country of to-morrow. The great delusion of the people is that the problem can be solved by legislation. It can be solved only by the development of personal character in the masses."

A statement received from Dr. Calkins, chairman of the board of trustees, showed the permanent fund of the association to be \$45,000. This does not include the amount added by the Denver meeting. Last year \$2,058 interest was received.

Mr. O. P. Conant, of New York, of the publishing firm of Ginn & Co., was formerly a school superintendent in Massachusetts. He takes a lively interest in educational discussions and his judgment of speakers and addresses is keen and pointed.

The treasurer of the association is allowed \$750 for clerical help and other expenses; the secretary, \$1,500 for editing the volume of proceedings, perfecting the membership roll, and other services.

The council's committee on ungraded schools has been named "The Committee of Twelve on Rural Schools." Prof. Butler offered a resolution directing the board of trustees to set apart \$2,500 as an emergency fund for the committee.

The kindergarten missionaries were out in full force. Miss Amalia Hofer, of Chicago, joint editor with her sister, Miss Andra Hofer, of the *Kindergarten Magazine*, did particularly good work improving every opportunity to point out the progress made in kindergarten work.

"Twelve states of the Union," she said, "have made kindergarten train-

ing a part of the required school curriculum. Colorado is one of the foremost of these, having made provision for the opening of ten new kindergarten department schools for the present year.

"There are now in America ninety-two schools for the training of kindergarten instructors, with a working force, in professional lines, of 4,000. The result of this force is the annual training of about 1,500 young women, who are finding a demand for their services." This great force in the educational world is the result of private benefaction, no state having authority to expend public moneys for experimentation in educational work.

Being asked for a definition of the kindergarten idea Miss Hofer said: "Perhaps the efficacy of the work is best stated by saying that it constitutes the right beginning of education."

There was rather a funny time when the Music department's "committee of twelve" on children's songs reported. This committee was to present some model songs to the convention. It seems that each member calculated that there would be so many songs to be sung to the convention by his eleven colleagues that there would not be time to hear his own particular contribution. In consequence only two songs were presented. The department concluded that it would be best to appoint another committee, and elected Miss Arnold, of Omaha, and Messrs. Stewart and H. E. Griggs to prepare a list of model songs.

Supt. C. G. Pearce, of Beatrice, Neb., gave some notable features of education in his state to the press. He spoke particularly of two laws that have given excellent results. First, the free high school attendance law permits any person in the state having completed the common school course of studies in a district having no high school, to attend any high school in the state, his tuition to be paid for by the county in which he resides. The other is the free text-book law, which obliges the state to furnish all text-books to scholars free of charge. The result of this has been to increase the attendance. Not only text-books, but pens, ink, stationery—everything necessary to a course of study is supplied. There is no dictation as to what text-books shall be used, each district being allowed to use such books as meet the requirements of the pupils.

Many were wondering what the enigmatic "2.5" on the neat badges of the Nebraskans meant. Some suspected that it was some new silver battle cry. But the "2.5" had educational significance, indicating that only 2½ per cent. of Nebraska's population can be classed as "illiterate." Nebraska is proud of its educational record and does right in letting other states know it.

Supt. C. P. Rogers, of Marshalltown, Iowa, says that the teachers of his state came to Denver about 700 strong.

In Prin. Rounds, of the Plymouth, N. H., state normal school, the committee on rural schools has gained a most valuable member. The problem of ungraded schools has been his favorite subject of investigation for years. It is a most difficult problem and the committee has a hard task in hand. The report, it is hoped, will not be copyrighted, but distributed free and as widely as possible among the teachers and officers of ungraded schools.

Missourians point with pride to the educational progress their state has made. There are three state normal schools with over 2,000 students. Then there is, at Jefferson City, the Lincoln institute for training colored teachers, which is said to have an attendance of from 3,000 to 4,000. The state gave its university at Columbia in the last two or three years over a million dollars. The public schools also are prospering.

The "Kindergarten train" brought an enthusiastic crowd of kindergartners to Denver. Starting from Boston it went to Montreal to take along the Canadian kindergartners; at Chicago the party was completed. Miss Amalie Hofer who was one of the party related that from Chicago to Denver they had "lectures, talks, and music, all pertaining to the one grand theme." It was certainly a unique plan of preparing for a rousing meeting.

Mr. Samuel B. Todd, the Milwaukee representative of the American Book Company, was admitted as member to a lumber dealers' association on the ground that his principal dealings are with school "boards."

The New York state headquarters were very tastefully decorated by Miss Gratia L. Rice, state institute instructor of drawing.

An observing reporter of the *Denver News* wrote:

"Some of the teachers always have their trade-mark with them. When one on the fourth or fifth floor of the Brown wishes to attract the attention of some one in the lobby out comes her pencil and goes rat-tat-tat on the railing. And every school ma'am who hears it looks up."

Mr. Frank Fitzpatrick's popularity is unbounded. He was superintendent of the schools of Omaha until last fall, when he became the New England representative of the American Book Company. He has been for many years an active worker in the N. E. A., served as member of the board of directors, and was a member of the original Committee of Fifteen, resigning from it, however, when he retired from school superintendency. He was several times mentioned as a candidate for the presidency in the association.

An Educational Press association was founded for purposes of mutual protection, promotion of fraternal feeling, and professional advancement. The present organization, which is to be considered merely temporary, elected the following officers: President, Mr. A. E. Winship, of Boston; Secretary, Mr. William G. Smith, of Minneapolis; Treasurer, Mr. Geo. P. Brown, of Bloomington, Ill. The following educational papers were represented and conditionally accepted as charter members of the organization:

<i>American Teacher</i> ,	Boston, Mass.
<i>American School Board Journal</i> ,	Milwaukee, Wis.
<i>Colorado School Journal</i> ,	Denver, Colo.
<i>Educational Review</i> ,	New York, N. Y.
<i>Educational</i> ,	Boston, Mass.
<i>Iowa Normal Monthly</i> ,	Dubuque, Iowa.
<i>Intelligence</i> ,	Oak Park, Ill.
<i>Journal of Education</i> ,	Boston, Mass.
<i>Michigan Moderator</i> ,	Lansing, Mich.
<i>Northwestern Journal of Education</i> ,	Lincoln, Neb.
<i>Ohio Educational Monthly</i> ,	Columbus, Ohio.
<i>Primary Education</i> ,	Boston, Mass.
<i>Popular Educator</i> ,	Boston, Mass.
<i>Public School Journal</i> ,	Bloomington, Ill.
<i>PRIMARY SCHOOL</i> ,	New York and Chicago.
<i>Pennsylvania School Journal</i> ,	Lancaster, Pa.
<i>School Review</i> ,	Hamilton, N. Y.
<i>School Bulletin</i> ,	Syracuse, N. Y.
<i>School Education</i> ,	Minneapolis, Minn.
<i>THE SCHOOL JOURNAL</i> ,	New York and Chicago.
<i>THE TEACHERS' INSTITUTE</i> ,	New York and Chicago.
<i>Texas School Journal</i> ,	Dallas, Tex.
<i>Western School Journal</i> ,	Topeka, Kan.

A permanent organization is to be effected in February next, at the superintendents meeting at Jacksonville, Fla. Educational journals desiring to join are invited to address the officers of the temporary organization.

Mr. Henry W. Blake, of Springfield, Mass., editor of the *Kindergarten News*, when asked for his opinion as to the most vital problems confronting the kindergarten at the present time replied:

"Probably the adjustment of the kindergarten pupil, fresh from his infantile school, to the rigid requirements of public school training and discipline offers the greatest problem.

"Teachers in the public schools complain that the little pupil has had too much freedom of action and too much opportunity of questioning to become readily assimilated with the new conditions. There he had things to deal with, not arbitrary signs, and the transition does not, at first, prove attractive to him. In this disjointed situation lies the great problem. How shall we translate the pupil from the beautiful and diversified surroundings of his infantile study-playhouse to the more dismal, routine discipline of the public school, exchanging things of beauty for arbitrary symbols and pleasant occupations for silence?

"Right here come in the necessity for a more perfect organization of kindergartners. With it would come a standard of excellence, and with it in turn, a well defined kindergarten curriculum running through intermediate departments. Through this latter condition the philosophy of Froebel will realize its highest possibilities."

The genial disposition of Major Cheeney, the veteran Chicago representative of G. & C. Merriam & Co., is not easily ruffled and practical jokers among his many friends find it unprofitable to test its strength.

Saco is one of the few cities in Maine to introduce manual training.

It is reported that Supt. Rankin, of Superior, Wis., will probably resign to accept a position at St. Paul.

The University of Colorado has secured James E. Russell as professor of pedagogics and philosophy. He is a strong man, coming fresh from his studies at Jena, Leipzig, and Berlin. While abroad Prof. Russell bore commissions from the bureau of National Education at Washington and from the state commissioners of instruction of the state of New York. He made a careful study of the school system of Germany in its three branches; the Volksschulen of the common people, the Realschulen of the middle classes and the Gymnasien of the professional classes. The appointment of Mr. Russell will attract many students of pedagogy to the state university.

How the Denver *News* secured the biographical data and personal notes about some of the members was a matter causing much surprise. Sometimes the achievements of one were accredited to another, but as a general rule the facts were pretty correctly stated. The following is a story told of Supt. Lane, of Chicago, and one which upon inquiry was found to be true: Mr. Lane, while superintendent of the Cook county schools, had placed \$25,000 of school funds in a bank which later failed. He was not by the law required to refund the money, and it was obvious he was not to blame for its loss. Nevertheless he replaced the whole of it, though the task required several years for its accomplishment.

Letters.

Herbart Society.

The National Herbart Society for the Scientific Study of Education was organized in Denver at the last meeting of the N. E. A. Its purpose is to study and investigate and discuss important problems in education. Its members do not subscribe strictly to the doctrines of any one leader, but seek for fair and thorough discussion. Some members of this society are strongly tinctured with the educational doctrines of Herbart; others are not, and it is right to expect an honest search for truth.

An executive council of nine members has control of the society's work.

They are as follows: Pres. Charles De Garmo, president; Dr. Nicholas Murray Butler, Columbia college; Prof. John De ey, University of Chicago; Prof. Wilbur S. Jackman, Cook Co. normal school; Prof. Elmer E. Brown, University of California; Dr. Frank McMurtry, University of Buffalo; Dr. Levi Seeley, state normal school, Trenton, N. J.; Dr. C. C. Van Liew, state normal university, Ill.; Charles A. McMurtry, Normal, Ill., secretary.

This society was organized for the aggressive discussion and spread of the best educational doctrines and it desires to draw into its regular membership all teachers, students of education, and parents who wish to keep abreast of the best thought and discussion. It publishes a Year Book six weeks before the N. E. A. meeting, which contains two or more complete monographs on important topics, carefully worked out by specialists in educational fields. The Year Book is sent free to all regular members. In addition to the Year Book the society, through its secretary, will send free to each member one or more additional pamphlets during the year. Regular yearly membership in the society may be secured by the payment of a one dollar fee, which should be sent to the secretary at Normal, Illinois. A plan has been formed for the organization of local clubs of those wishing to study and discuss the Year Book and other literature supplied by the society. When four or more members wish to form a local club, the membership fee is fixed at seventy-five cents for each person. They will then elect a chairman, who will conduct the correspondence, send for books, etc., for the club.

The first Year Book was published before the Denver meeting and was discussed at that time. Those wishing to become members of this society, either singly or in clubs, should send the membership fee to the secretary, at Normal, Illinois. Copies of the first Year Book will be sent to any address for fifty cents each.

Secretary of the Society,

CHAS A. MCMURTRY.

THE SCHOOL JOURNAL was the only educational paper that gave an account of the doings of the Convention of the American Association for the Advancement of Physical Education. There was great ignorance of the convention and its aims, but your excellent report will do much to dispel it.

New York.

HENRY G. SCHNEIDER.

At a certain summer school one of the pupils visited the "book-room" and finding a pleasing exercise in a volume on Arbor day, costing twenty or twenty-five cents, sat down and copied it. The saleslady noticed this and noticed also that the volume was not benefited by the operation. When she came to pack up the unsold books she found to her surprise that another volume had the picture representing the arrangement of pupils in some gymnastic exercises torn out; another volume had a picture torn out, to be put in a scrap-book probably. Can these persons teach ethics?

J. H. L.

"The twenty-fifth annual of THE SCHOOL JOURNAL published by E. L. Kellogg, No. 61 East Ninth street, New York, is a memorable issue both from the profuseness of its illustrations and the richness of its contents."

—The Herald, Syracuse, N. Y., August 12, 1895.

THE SCHOOL JOURNAL, published weekly at \$2.50 per year, is the best paper for school boards, superintendents, principals, and all teachers who want to know of educational thought and movements. The news concerning new buildings, the additions of departments of music, drawing, gymnastics, etc., will be of great value. Already a number of teachers have, by consulting these notes, laid plans for better remuneration.

THE TEACHERS' INSTITUTE, at \$1.00 per year, is par excellence THE educational magazine of the country; for teachers who want the best methods, and to grow pedagogically, this is the paper.

THE PRIMARY SCHOOL, at \$1.00 per year, is a right hand of help for the teacher of young children.

EDUCATIONAL FOUNDATIONS, at \$1.00 per year, is for students of pedagogy. It discusses the History, Principles, Methods, and Civics of Education, and Child Study.

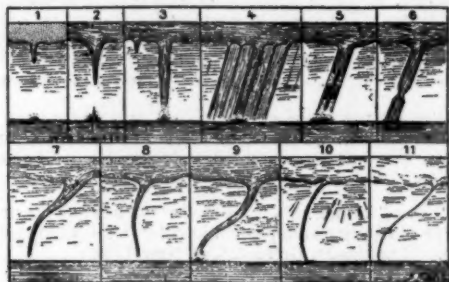
OUR TIMES contains the news of the month arranged for use in school, 30 cents a year. E. L. KELLOGG & CO., 61 East Ninth Street, New York.

A superintendent will need THE SCHOOL JOURNAL; his assistants THE INSTITUTE and PRIMARY SCHOOL; the one interested in the study of pedagogy will want FOUNDATIONS. Earnest teachers seeking advancement take THE JOURNAL, INSTITUTE, and FOUNDATIONS.

(Selected from OUR TIMES; monthly, 30c. a year.)

For the Geography Class.

How a Waterspout is Formed.—*La Nature*, Paris, publishes a description of a waterspout in the Red sea that was witnessed by Dr. Paul Gouzien on Sept. 21, 1893. First a vapory protuberance (1) issued from a great cloud and slowly lengthened itself toward the sea. The air was calm, the temperature 32°C., and the sea almost unruffled. Presently a spiral tongue (2) raised itself from the sea and came in contact with the descending tentacle (3), forming a spout like a long hour glass, much darker at the edges than in the center. Then it formed a cylinder (4), inclined to the right, with smaller lateral cylinders, one



of which is seen in process of formation in 3. In 5 the darker portion assumed the appearance of a reversed chandelier. It again took the shape of an hour glass in 6, and under the influence of a light breeze following a calm undulated and contorted itself with remarkable suppleness, looking like a frail column of smoke uniting sea and sky. Passing from the cylindrical form, it became conical, then passed to the previous form. At the same time it contracted and paled gradually, preserving its shape to the stage (9) where it dilated and suddenly darkened, foaming at the base as if it were ready to reform. The generating cloud seemed to empty itself gradually into the cone of vapor, and at the close of the phenomenon all trace of it had disappeared. Suddenly the spout grew smaller (10) and finally became a thin thread (11), which shortly broke, and then all trace of it were lost.

South African Diamond Mining.—The great diamond mining company, the de Beers, which has absorbed the mine at Kimberley, South Africa, and all other notable sources of supply, has in its vaults enough diamonds to make the diamond no longer a precious stone were they all thrown on the market. This great company owes its success to Gardner Williams, a Californian. He organized a system that stopped thieving to a great extent, yet, in spite of all precautions, \$500,000 worth of diamonds are stolen annually.

Diamonds are being searched for over a thousand feet below the level of the ground at Kimberley, the ore being dug at that depth in a vast and ever increasing labyrinth of shafts, tunnels, and chambers. The ore, taken to the surface, is scattered over an area several miles square, where at present no less than 3,000,000 loads of earth are exposed. This ore is left exposed to the weather for two years. Then it is so far broken up that it is easily crushed. It is estimated that in the ore now thus exposed there are diamonds worth \$20,000,000.

This vast treasure is fenced in and is guarded day and night. The whole mining system is an inclosure, from which no one is allowed to go without being searched. It contains the villages of the laborers. Of course the laws of the colony reflect the company's efforts to prevent theft. To buy a diamond from any but an agent of the company is a penitentiary offence. Even to attempt to buy from any person not authorized to sell has a long term of imprisonment as its penalty. And the laws are rigidly enforced.

Mexico.—At the time of the conquest by the Spaniards this country was inhabited by a people who had made considerable progress in the arts of civilization. The earliest inhabitants were the Toltecs, who cultivated maize and cotton, made roads, and built great monuments and wonderful temples and cities. They went south, probably on account of the superior force of the fierce and warlike Aztecs. The power of the latter was at its height when the army of Cortez landed.

By the coming of the Spaniards a new and powerful element was introduced that in time had a great effect in changing the life of the people. The religion, language, and customs of the conquerors replaced those of the natives. The Spaniards largely intermarried with the Indians, so that there are now three main classes in Mexico—the creoles, or people of pure Spanish descent; the half breeds or mestizos, and the Indians. The population at the last census was about ten and a half million, consisting of about one-half mestizos, one-third of pure Indian blood, and one-

sixth of Europeans or their creole descendants. Though relatively few in number the creoles are the ruling class.

Under Spanish rule Mexico was treated with the utmost rigor, and the natural result was dissatisfaction and rebellion. Early in this century the people established their independence and then followed a period of turbulence and revolution which made substantial prosperity impossible. The attempt of Napoleon III. during our civil war to establish an empire in Mexico by placing Maximilian, an Austrian prince, on the throne, was a dismal failure. Maximilian was captured and shot. At present Mexico is a federal republic, like the United States. Since President Diaz has been at the head of it the lawless element has been restrained, foreign capitalists have invested largely in mining and other industries, and the country is prospering.

The Russian Bear and the Chinese Dragon.—Will the bear swallow the dragon?—that is the question that students of politics are asking themselves. If the Chinese empire should ever fall asunder there is no doubt Russia would become heir to a great part of it. In fact, it has absorbed a large amount of territory, during this century, that was nominally under Chinese sway. The advance of Russian outposts is like that of an invading army, strong and steady but irresistible. The poet's observation that "westward the course of empire takes its way," is not true in her case. Her career of conquest has been eastward. The boundary of Russia now joins that of China for 5,000 miles; more than half of this is traced through districts once subject to China. Perhaps the most important acquisition from China was the formidable position on the shore of the Pacific on which was built the citadel of Vladivostok (vli-dé-vôs-tok). Russian explorers have seconded the efforts of the army. The Siberian railroad which, in a few years, will extend in an unbroken line from St. Petersburg to the Pacific (a great part of it is already built) will aid in the Russification of the upper half of Asia. Even now Russian immigrants are pouring in at the rate of 100,000 a year. The Russians are aided in their career of colonization and conquest by the fact there is a certain proportion of Mongolian blood in their veins. The types range all the way from almost pure Mongolian to pure Slavonic (sla-vô'nic). The Mongolian tribes of Central Asia, therefore, recognize in these invaders the features of their kinsmen and accept Russian rule with more readiness than they otherwise would.

Science and Industry.

The New Canal Through the Jutland Peninsula.—The canal between the Baltic and North seas was opened with imposing ceremonies in June. Germany had for her guests representatives of all the leading powers of the world, besides a goodly array of warships of different nations. It is estimated that the monthly traffic between the North and Baltic seas is about 1,400 vessels; in October, 1891, it consisted of 1,088 vessels, with a total tonnage of 1,557,709 tons. In future three-fifths of this traffic is expected to pay its tax for the privilege of using the canal. The traffic of the Suez canal is fifteen per cent. less than is expected of this new canal, and over seventy-five per cent. less in number of vessels. The canal shortens the distance by waterway between the Hamburg and the Baltic over 425 nautical miles, or nearly forty hours, and between English ports, such as London, and the Baltic ports, over 200 hundred miles, or twenty hours.



SANDY HOOK SEARCHLIGHT.

Sandy Hook's Searchlight.—The monster searchlight which was placed on the roof of the Manufacturers' building at the World's fair has been erected at the army proving grounds at Sandy Hook. It is mounted on an iron tower with a granite base, and produces a light equal to 200,000,000 candle power. It was hoped that it would prove of much use in sea coast defence, but it has been found that a small boat well managed can easily avoid the intense shaft of light from this huge lamp.

Electricity vs. Steam.—Electric motors have been used experimentally by the Pennsylvania, New York Central, and New York, New Haven and Hartford Railroad companies. In a recent test on the Nantasket branch of the latter road a speed of from forty-five to fifty miles an hour and even higher was attained. It is said that the improvements now being made will make these electric locomotives suitable for the trunk lines.

Another Great Telescope.—The 40-inch lens for the Yerkes telescope, to be mounted on the shores of Lake Geneva, Wis., is

finished. Its value is estimated at \$80,000. With this wonderful glass, four inches wider than that of the Lick telescope, the astronomers of Chicago university will detect new glories in the heavens.

Six Hundred Deadly Missiles a Minute.—A satisfactory test was made recently at the Sandy Hook proving grounds of the Maxim automatic machine gun, and it is likely that it will be adopted by the United States army. The total weight of this gun when fully charged with its 600 cartridges is about twenty-five tons. It will be chiefly valuable as a defensive arm for use behind earthworks. The 600 bullets may be discharged in one minute, and the gun may be mounted so as to change the direction of the muzzle and so cover a wide range. Imagine a regiment attempting to charge against a half dozen of these death-dealing weapons. It is claimed that inventions like these will make war so destructive of human life as to cause civilized nations to abolish it. The velocity of the bullets from the Maxim gun is 1850 feet per second, and its extreme range is 3,200 yards. Ten shots a second is the rate of firing; the "kick" or recoil reloads the gun. The barrel is encased in a metal jacket, into which water is injected at each discharge. It is claimed that this will not get hot enough to produce steam from the surrounding water until 1,000 shots have been fired, or in less than two minutes.

New Books.

The aim of the authors, G. A. Wentworth and G. A. Hill, in preparing *An Examination Manual in Plane Geometry* has been to give elementary instruction in the art of handling original theorems and problems and to supply a series of graded test papers in geometry which can be used, not merely as tests of knowledge actually obtained, but also as a means of developing and strengthening the power to originate and carry on a logical train of thought. It is a useful addition to a very successful series. (Ginn & Co., Boston. 55 cents.)

Book VII. of *Macmillan's History Readers* contains an account attractively narrated, of the events during the reigns of the sovereigns of the House of Hanover. This takes in the history from 1714 to the present day. In connection with the history are given biographies of great men such as Walpole, Wesley, Pitt, Johnson, Burke, Scott, Wellington, Macaulay, Tennyson. The book is attractively illustrated. (Macmillan & Co., New York. 30 cents.)

In this age when social and economic questions are given such prominence, it is desirable that the student should not only read living writers, but those that have had great influence on the thought of the world in the past, even though their theories may be superseded or called in question by present investigators. There is no name more noted among economic writers than that of T. R. Malthus. His *Essay on the Principle of Population*, in which he claims that population increases in a geometrical and the

means of subsistence in an arithmetical ratio, and that vice and crime are necessary checks of this increase in numbers, has probably brought forth more discussion than any other economic work. Selections from this have been issued in the *Economic Classic* series, edited by W. J. Ashley. Another volume in the same series contains select chapters and passages from *The Wealth of Nations* of Adam Smith. This was an epoch-making book so far as the science of political economy was concerned. (Macmillan & Co., New York and London.)

The student can get a clear idea of one kind of writing by extracts from famous authors in the small volume edited by Hammond Lamont, A. B., instructor in English in Harvard university and entitled *Specimens of Exposition*. In his rhetorical studies he, as a rule, only gets a definition with very little conception of the real thing. The book is intended for reading in school and college classes. The selections given are from Huxley, John Richard Green, James Bryce, Edmund Burke, Adam Smith, Matthew Arnold, and others. (Henry Holt & Co., New York.)

The Royal Crown Primer, Part I, is a very pretty book for beginners in reading. The pictures are in attractive colors; the words are planned on the word-building idea. (T. Nelson & Sons, New York.)

The "Ship" Primer, No. 1, is the first of a set of literary readers. The illustrations are printed in colors; the words are of one syllable. (Longmans, Green & Co., New York.)

In a little book on *Frictional Electricity*, by W. Jerome Harrison, F. G. S., chief science demonstrator for the Birmingham school board, the author has aimed to indicate how the teaching of elementary science in the schools may be made purely descriptive and experimental. Each and every chapter in the book has been given as an object lesson many times to classes of children averaging sixty in number, and ranging in age from ten to sixteen. (Thomas Nelson & Sons, London, Edinburgh, and New York.)

Ill-Tempered Babies

are not desirable in any home. Insufficient nourishment produces ill-temper. Guard against fretful children by feeding nutritious and digestible food. The Gail Borden Eagle Brand Condensed Milk is the most successful of all infant foods.

For those who are nervous and run down Hood's Sarsaparilla is the ideal building-up medicine.

Ten Days of Delightful Travel Through the South for \$55.00.

Two early Autumn Tours, Sept. 24th and Oct. 8th, under the Personally Conducted Tourist System of the Pennsylvania Railroad Company. Gettysburg Battlefield, Blue Mountain, Luray Caverns, Basic City, The Natural Bridge of Virginia, Grottoes of the Shenandoah, Richmond, Washington, and Mt. Vernon visited during the tour. Parlor car and hotel accommodations, guides, carriages, and all necessary expenses covered by the rate. A tourist Agent, Chaperon, and Baggage Master will accompany party. For detailed itinerary address Tourist Agent, Pennsylvania Railroad, 1196 Broadway, New York.

For
Stomach
Or Liver
Troubles, Take

AYER'S
Cathartic Pills

Received
Highest Awards
At World's Fair.

After sickness, take Ayer's Sarsaparilla.

CORTINA TEXT-BOOKS.

Intended for self-study or for use in schools.

THE CORTINA METHOD.

SPANISH IN 10 LESSONS. 12th ed., cloth.	—	—	\$1.50
FRENCH IN 20 LESSONS. Parts I. and II., each.	—	—	.50
INGLES EN 20 LECCIONES. 6th ed., cloth.	—	—	2.00
FRANCS EN VEINTE LECCIONES. Parts I. and II., ea.,	—	—	.50
ANFANG. 4th ed. in Spanish and English.	—	—	.75
Spanish only, with English vocabulary.	—	—	.50
EL INDIANO—6th ed. Spanish and English.	—	—	.50
Spanish with English vocabulary.	—	—	.40
DESPUES DE LA LLUVIA. 5d. ed. abrid'g'd in English.	—	—	.55
EL FINAL DE NORMA. novel, with Eng. vocabulary.	—	—	.75
VERBOS ESPAÑOLES. 4th ed. All the Spanish verbs.	—	—	.40
ODELOS PARA CARTAS. 12th edition.	—	—	.40
"CORTINA LIBRARY." Send 5 cents for Catalogue of choice Spanish books. Liberal discount to Dealers and Professors.	—	—	

CORTINA SCHOOL OF LANGUAGES,
111 W. 34th St., New York.

TUITION FREE.

CHICAGO FREE KINDERGARTEN ASSOCIATION
NORMAL TRAINING SCHOOL.

A new class organized every September.

FACULTY:

Eva B. Whitmore, Anna E. Bryan, Margaret W. Morley, Mari Ruff Hofer.
For further information address Chicago Free Kindergarten Association.

ARMOUR INSTITUTE,
Armour Ave. and 33d Street, Chicago.

ISAAC PITMAN'S SHORTHAND

TAUGHT IN THE
PUBLIC DAY SCHOOLS OF
NEW YORK CITY.

Send for specimen pages of "Isaac Pitman's Complete Phonographic Instructor." Used in the above schools.
ISAAC PITMAN & SONS,
33 Union Square, N. Y.
ATTEND the Metropolitan School of Shorthand, Presbyterian Bldg., 136 Fifth Ave., cor. 20th St. Competent instructors. 15 years experience. Lowest terms.

Not a Patent Medicine.

Nervous Prostration.
Mental Depression.
Nervous Dyspepsia.
Mental Failure.

Freligh's
Tonic (A Phosphorized
Cerebro-Spinant)

will cure when everything else has failed. Prescribed and endorsed now, and for ten years past, by over 40,000 Physicians. Sample by mail 25c., ten days' trial. Regular bottle \$1 by mail. Small bottle, but 100 doses in each.

Concentrated, Prompt, Powerful.

Formula, descriptive pamphlet, full directions, testimonials, etc., to any address.

I. O. Woodruff & Co.,
Manufacturing Chemists,
106-108 Fulton St., New York City.

Formula on Every Bottle.

LIKE FLYING
UNEQUALLED UNAPPROACHED
COLUMBIA BICYCLES
\$100
BOSTON, NEW YORK, CHICAGO, BUFFALO, PROVIDENCE, SAN FRANCISCO
HARTFORD BICYCLES
POPE MFG. CO.
HARTFORD, CONN.
CATALOGUE FREE FROM ANY AGENT OR BY MAIL FOR TWO 2CT. STAMPS

New Books.

One can form some idea of the magnitude of the charity work in New York city by examining the pages of the *New York Charities Directory for 1895*. It is a duodecimo volume of 531 pages, well-indexed, and contains the required information in regard to all benevolent agencies having general relations to the welfare of the working and dependent classes in the metropolis. It gives also a list of the leading charity organizations and benevolent societies in the United States and foreign countries. All interested in charitable work and social improvement will find it valuable for reference. (Published by the Charity Organization of the City of New York. Cloth, \$1.00; paper, 50 cents.)

Of Tennyson's poems there is none that exercises more witchery over the mind than *Lancelot and Elaine*, that marvelous tale of old romance. This has been edited with introduction and notes by F. J. Rowe, M.A., professor of English literature in Presidency college, Calcutta. The introduction is an excellent criticism of Tennyson's poetry in general and of this poem in particular. (Macmillan & Co., New York. 40 cents.)

The student who would understand and appreciate Chaucer must have numerous helps in the way of notes and commentaries; but his works are so full of beauty and of wisdom that the labor is well repaid. Probably the most scholarly complete edition of this great author's works is *The Student's Chaucer*, edited from numerous manuscripts by the Rev. Dr. Walter W. Skeat. It contains a biography, grammatical hints, an analysis of the meter and versification, a glossarial index, etc. The print is of moderate size, but clear, and the lines numbered in the margin for convenience in reference. (Macmillan & Co. \$1.75.)

James Otis is acquiring a deservedly high reputation as a writer of stories for children. Those who have read his two recent stories "Toby Taylor" and the "Adventures of a Country Boy at a Country Fair" will be

pleased to learn that another story from his pen has appeared. *How Tommy Saved the Barn* tells of the arrival and sojourn at a Maine farm of three little city waifs; one, a lame boy; the second, a mature and wise little girl; and the third, the lively and lovable Tommy, who, being wide-awake under the novelty of his experiences, detected some tramps entering the barn and by his vigilance puts out the fire that they accidentally set before it does any more damage than burning his face and hands. It is a true picture of childhood and will especially appeal to those who are interested in the beneficent work of the "Fresh Air Fund." (T. Y. Crowell, Boston and New York. 50 cents.)

Literary Notes.

Of the manuscripts left unpublished by Robert Louis Stevenson at his death (not many, by the way), the first to reach the public is a collection of very original "Fables" in the September number of *McClure's Magazine*. One of them is a conversation between John Silver and "Cap'n" Smollett, of "Treasure Island," which is as delicious in its way as anything those worthies do or say in "Treasure Island" itself.

Henry Holt & Co. will issue at once a Practical German Grammar by Prof. Calvin Thomas, of the University of Michigan.

Prof. Katharine Lee Bates, of Wellesley college, has just completed her editorial work on Shakespeare's "Midsummer Night's Dream," for *The Students' Series of English Classics* published by Leach, Shewell & Sanborn, and will now take her summer rest for the remainder of the vacation.

Ginn & Co. publish a *Geometry Tablet for Written Exercises* for use with any text-book, by Wooster Woodruff Beman, professor of mathematics in the university of Michigan, and David Eugene Smith, professor of mathematics in the Michigan state normal school.

Nursery Ethics is the title of a little volume upon parental government which the Merriam Company are about to issue. It is from the pen of Mrs. Florence Hull Winterburn.

Henry Holt & Co. announce for speedy issue in their English Readings for Students, *Specimens of Narration*, edited by W. T. Brewster, of Columbia. The volume will be divided into four parts, one of which will be entirely devoted to Robert Louis Stevenson.

George Gissing's strong novel, *In the Year of Jubilee*, is said to promise as great a success here as it has had in England.

Vertical Practice Paper.
Nickel Clips for Exhibit Papers.

Examination Papers.
Pens for Vertical Writing.

GENERAL SCHOOL SUPPLIES.

Correspondence Solicited. Write for Samples, Prices, and Estimates.

PECKHAM, LITTLE & CO., 56 Reade Street, NEW YORK.

KINDERGARTEN AND SCHOOL SUPPLIES.
Send for Catalogue.

J. W. SCHERMERHORN & CO.
3 EAST 14TH STREET,
NEW YORK.

Musical, far-sounding, and highly satisfactory Bells for schools, Churches, &c.
WESTFELY & CO., Established
WEST TROY, N.Y. 1898.
Description and prices on application

BUCKEYE BELL FOUNDRY,
—CINCINNATI, O., U. S. A.
Best Grade Copper and Tin Bells
School, College & Academy
Price and Terms Free. Name this paper



This Girl
was old enough to know better than to put a cheap wool braid on her skirt, next time she'll see that the bolt is

marked

"S. H. & M."
BIAS
VELVETEEN
SKIRT BINDINGS.

The kind that lasts as long as the skirt.

Send for samples, showing labels and material, to the S. H. & M. Co., P. O. Box 699, New York City.

"S. H. & M." Dress Stays are the Best.

LADIES



USE
ONLY

Brown's French Dressing

ON YOUR

BOOTS and SHOES.

Beeman's Pepsin Gum.



CAUTION.—See that the name Beeman is on each wrapper.

The Perfection of Chewing Gum and a Delicious Remedy for Indigestion. Each tablet contains one grain Beeman's pure pepsin. Send 5 cents for sample package.

THE BEEMAN CHEMICAL CO.
79 Lake St., Cleveland, O.
Originators of Pepsin Chewing Gum.

SMITH'S RAPID PRACTICE Arithmetic Cards.

GREATEST LABOR SAVING DEVICE { For giving any amount of practice in arithmetic } TESTED FOUR YEARS

From the lowest grade of primary addition, through fractions, percentage to advance measurements. 25 sets of 16 cards each, every one different. Price, 50 cents net per set, postpaid. Complete sets of 32 in handsome wooden box. Price on application.

E. L. KELLOGG & CO., New York & Chicago.

DEAFNESS & HEAD NOISES CURED
by F. H. H. in his book "The Cure of Deafness, Head Noises, and other ailments when all remedies fail. Sold FREE only by F. H. H., 546 N. Y. Write for book of proofs FREE

USE BARNES' INK.
A. S. BARNES & CO., 56 E. 10th St., N.Y.

Henry Holt & Co. will add at once to their German comedies Wicher's *Am der Majorsecke* edited by Prof. Charles Harris of Adelbert.

During the coming school year Houghton, Mifflin & Co., of Boston, New York, and Chicago will issue eighteen numbers of their famous Riverside Literature series.

Dr. A. Conan Doyle's new romance, *The Stark Munro Letters*, containing some experiences and adventures which have fallen within the author's personal observation, is to be published shortly by D. Appleton & Co.

The *Critic* offers \$25 for the best original poem that shall reach them not later than Sept. 30, 1895, on the subject of bicycling or the bicycle.

The directors of the Old South Studies, in Boston, have added to the series of Old South Leaflets President Monroe's message of December 2, 1823, in which the famous "Monroe doctrine" was stated.

F. A. Stokes Co. announce the following novels in the Twentieth Century series in September: *Dead Man's Court*, a detective story of to-day, by Maurice J. Hervey, and *The Sale of a Soul*, by F. Frankfort Moore, the author of "I Forbid the Banns," etc. These will be followed early in October by *Toxin*, by Ouida.

A. Flanagan has issued a new book of songs, entitled *Golden Glees*, by S. C. Hanson, for schools, institutes, and singing classes. The songs are bright and fresh, and well adapted to young people's voices. The book also contains a series of simple practical lessons on vocal music that will aid pupils to rapidly acquire a knowledge of this science.

Houghton, Mifflin & Co., of Boston, New York, and Chicago, have recently published a new volume in the well-known Students' Series of Standard Poetry, edited by Dr. William J. Rolfe—Tennyson's *In Memoriam*. There is a portrait and biographical sketch of Arthur Henry Hallam, the brilliant young Englishman in whose memory the poem was written.

G. P. Putnam's Sons are publishing monthly a series of *Little Journeys to the Homes of Good Men and Great*, by Elbert Hubbard. The subjects for the first twelve numbers are George Eliot, Thomas Carlyle, John Ruskin, W. E. Gladstone, J. M. W. Turner, Jonathan Swift, Victor Hugo, Wm. Wordsworth, W. M. Thackeray, Charles Dickens, Oliver Goldsmith. The price is five cents each or fifty cents a year.

Beecham's pills are for biliousness, bilious headache, dyspepsia, heartburn, torpid liver, dizziness, sick headache, bad taste in the mouth, coated tongue, loss of appetite, sallow skin, etc., when caused by constipation; and constipation is the most frequent cause of all of them.

Go by the book. Pills 10c. and 25c. a box. Book free at your druggist's or write B. F. Allen Co., 365 Canal Street, New York.

Annual sales more than 6,000,000 boxes.

Mr. Gladstone has just been reading the life of Sónya Kovalévsky, which is published in this country by the Century Co. He was much impressed with the book, and has written as follows to Mr. Fisher Unwin, the London publisher: "The biography has also reached me, and at once beginning to peruse it I have found it a volume of extraordinary interest. It is, in itself, a large chapter of human psychology, with something of heredity included."

D. C. Heath & Co. will shortly add to their list of literary publications an edition of Shakespeare's plays for high school and college classes. Each volume contains an introduction, a glossary, an essay on meter, and an index. Appendices are added upon points of especial interest in cases where the matter could not be conveniently treated in the introduction or in the notes.

G. P. Putnam's Sons announce the change of the *Hudson Library* of standard fiction, heretofore issued bi-monthly, into a monthly publication.

Macmillan & Co. will publish immediately a *History of Newfoundland*, in handsome form, with illustrations, by Mr. D. W. Prowse, central district court judge.

Publishers' Notes.

The announcement is made by Harper & Brothers that they will publish immediately a revised and enlarged edition of Hill's *Principles of Rhetoric*. The revised work has been increased in size by the addition of one hundred and twenty-eight pages of new matter and the entire work has been rewritten. Some of the material in the former edition has been omitted, but the large quantity of new matter added increases the number of pages.

A good picture aids one to obtain a conception of an object more than any written description can. This is the reason why the photographs of famous buildings and monuments that the Prang Educational Company are publishing are so useful in teaching art and history. They are 20 x 28 inches in size, of the same color as the original photographs, and do not fade on exposure to light. Send for an illustrated circular showing the subjects thus far published.

Some people never learn the value of time. It must be said for teachers, however, that they are obliged to learn it, as they can scarcely attain much success without promptness. Frick's Automatic Electric Clock is a great help toward the attainment of this. One apparatus keeps every period in every room, every department, and every building on time without the aid of the human hand. Fred. Frick, the manufacturer, of Waynesboro, Pa., will send a description of it.

Every boy has doubtless read of Newton watching the fall of the apple, and from that common phenomenon deducing the law of gravitation. These great physical laws are exemplified all around us. But the youth does not care to read about them in a text-book. Give him apparatus with which he can perform experiments and he will be interested and delighted. Richards & Co., New York and Chicago, are prepared to fit up schools with all necessary physical and chemical apparatus.

Teachers, especially in the West, who are looking for positions will find that The Albert & Clark Teachers' Agency possesses extensive facilities for securing them. Write to 211 Wabash avenue, Chicago, for information.

That Tired Feeling



"I cordially recommend Hood's Sarsaparilla to all who may be suffering with indigestion or impure blood, no appetite, Run Down feeling, or generally out of order. It will surely help any who give it a fair trial, if there is any help for them. I have found it of great benefit for Rheumatism."

We have used Hood's Sarsaparilla two years and have no sick headache spells, pains or tired feeling." W. N. BARNES, Hartford City, Ind.

Hood's Sarsaparilla Cures

Hood's Pills give universal satisfaction.

BOVININE

Is absorbed into the circulation almost instantly. Beef teas and broths contain no nourishment whatever.

J. M. OLCOTT,

HEADQUARTERS FOR

W. & A. K. Johnston's Wall Maps, and all kinds of SCHOOL SUPPLIES, 9 West 14th St., New York.

For Summer Reading

GET

Parker's Talks on Pedagogics.

The greatest Educational Book of the time. Col. Parker's greatest work. It will give you new inspiration for next year's work. You can't afford to let the year go by without needing it. 507 pages. Handsomely bound.

Price \$1.50; to teachers \$1.20; postage 12 cents.

E. L. KELLOGG & CO.,

NEW YORK and CHICAGO.

† ALL THE CUTS †

Published in The School Journal

ARE FOR SALE

At Reduced Prices.

Half Tones, 20c. per sq. in., minimum price, 82c. 6. Line Engravings, 7c. per sq. in., minimum price, 75c.

Orders should be sent in as soon as possible after cuts appear in the paper, as all cuts must be disposed of shortly after publication. Address

E. L. KELLOGG & CO., 61 E. 9th St., New York.

Vertical and Vertigraph pens, especially designed for vertical writing, are now furnished by Joseph Gillott & Sons, 91 John street, New York.

Some teachers have difficulty in making the nerve force, stored up during vacation, last them through the year. Should the supply show signs of feeling why not try Horstford's Acid Phosphate? It acts as a general tonic and vitalizer. A descriptive pamphlet will be sent on application to the Rumford Chemical Works, Providence, R.I.

If one is studying French and wishes plenty of reading matter it is not always easy to get it, particularly outside of the large cities. Send for it to William R. Jenkins, 851 Sixth avenue, New York; if he hasn't it in stock he will import it.

Magazines.

Reliable lists of Sunday-school library books are much desired by library committees, but they are not always easily obtained. *The Sunday School Times* has already published several carefully prepared lists from which selections might be made, and now another will soon appear in that paper.

The September *Current Literature* brings with it a variety of sentiment, pathos, humor, tragedy, realism, entertainment and information. It has forty-five departments.

Godey's "Fashion Department" is made particularly attractive by a great number of original drawings. Two artists in particular who have become familiar through this magazine are C. F. Lester and V. W. Newman. Each has an admirable piece of work in the issue for September.

"The Dignity of the Teacher" is the subject of an essay in *The Critic* of Aug. 24—an article filling the first two and a half pages of a special educational number of the paper. It is a serious plea for a truer conception of the part played by the professional educator in the progress of the world. There are many reviews of educational books, portraits of Andrew Lang and Mrs. Prince (author of "Christine Rochefort") and a view of the home of the poet William Morris.

Expression is the title of a quarterly, the second number of which is that of September. Though small in size there is much meat in it. The articles, all of high quality, relate to the art of vocal expression. It is edited by S. S. Curry, Ph. Dr. and other teachers, and published by the School of Expression, 458 Boylston street, Boston.

The September issue of *THE TEACHERS' INSTITUTE* begins its eighteenth volume with the following helpful and practical articles for teachers:

The First Day; The Program;
Current Topics. I., Editor OUR TIMES;
Lessons in Grammar. I., By "Bee."
Physical Culture., Berthold Seifert;
Tom's Discoveries in the Moon., E. E. Kenyon;
Arithmetic by Life Processes. I., A. M. Kellogg;
Home-made Apparatus. I., John F. Woodhull;
The Aster., Frank O. Payne;
Songs of Labor;
Child Life in Foreign Lands, etc., etc.
Published by E. L. Kellogg & Co.
Monthly, \$1.00 a year.

During the Teething Period.

Mrs. Winslow's Soothing Syrup has been used for over Fifty Years by Millions of Mothers for their Children while Teething, with Perfect Success. It Soothes the Child, Softens the Gums, Allays all Pain; Cures Wind Colic, and is the best remedy for Diarrhoea. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Pears'

No tub, no
sponge, no luf-
fa, no rag, al-
most no water--
Pears' soap,
a cent's-worth--
luxury.

The St. Denis Hotel

BROADWAY AND ELEVENTH STREET,

Opposite Grace Church,

NEW YORK.

The St. Denis is the most centrally located hotel in the metropolis, conducted on the European plan at moderate prices. It has been recently enlarged by a handsome addition that doubles its former capacity. The new Dining Room is one of the finest specimens of Colonial Decoration in this country. Within a radius of a few blocks from the hotel are all the educational publishers of the city.

WILLIAM TAYLOR, Prop.

At the End of Your Journey you will find
it a great convenience to go right over to
The GRAND UNION HOTEL
Fourth Ave., 41st and 42d Sts.,
Opposite Grand Central Depot, New York.
Central for shopping and theatres.
Baggage to and from 42d St. Depot free.
Rooms, \$1.00 per day and upwards.

Blackboard Stencils are the Best Aids for Illustrations.

We have about 30 designs of flowers, plants, fruits, &c., for botany study. A 10-cent stencil and a 5-cent stencil sent as samples for five two-cent stamps. We have about five hundred of all kinds. Price list free.

E. L. KELLOGG & CO., 61 E. 9th St., N. Y.



SUPERFLUOUS HAIR,

Skin Diseases and Facial Blemishes removed. Regular Physicians. Consultation free; office or letter. John H. Woodbury Dermatological Institute, 127 W. 44th St., N. Y. Branches in Boston, Philadelphia, Chicago, St. Louis. Inventor of Woodbury's Facial Soap.

KIDDER'S PASTILLES

A Sure relief for Asthma. Price 50 cts. by mail. STOWELL & CO. Charlestown, Mass.

MON. TUES. WED. THUR. FRI. SAT. SUN.
SAPOLIO
USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.

THE GREAT AMERICAN TEA COMPANY LADIES!

Do you like a Cup of GOOD TEA? If so, send this advertisement and 15 cents in stamps and we will send you a ¼ lb. sample of the best T imported. Any kind you may select.

HOW ARE YOUR CHINA CLOSETS?

Are the old dishes chipped and cracked, and unsuited to setting off a spotless table-cloth? We will replenish it: FREE.

Why drink poor Teas and Coffees, and ruin your health, when you can get the best at cargo prices? PREMIUMS for all—Dinner, Tea and Toilet Sets, Banquet and Hanging Lamps, Watches, Clocks, Music Boxes, Cook Books, Watch-Clocks, Chenille Table Covers, Cups and Saucers, Plates, Knives and Forks, Tumblers, Goblets, given to Club Agents.

GOOD INCOMES made by getting orders for our celebrated Teas, Coffees, Baking Powder and Spices. Work for all. 3½ lbs. of Fine Teas by mail or express for \$2.00; charges paid. Headquarters in U. S. for Pure Teas, Coffees, Extracts, Baking Powder and Spices. Beautiful Panel (size 14x28 inches) FREE to all Patrons. For full particulars, address

The Great American Tea Co.,
31 & 33 Vesey Street,
P. O. Box 289. NEW YORK.

DO YOU SUBSCRIBE FOR

Educational Foundations

\$1.00 a Year?

This is a monthly text-book for teachers who desire professional advancement.

Our Times

30 cents a Year.

The ideal paper of current events carefully edited for the school-room. Clubs of two or more 25c. each.

Its circulation has doubled during the last year.

E. L. KELLOGG & CO., New York

READERS will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

TWO BOOK COURSES. IN ARITHMETIC.

Essentials of Arithmetic. Parts I. and II.
By G. A. SOUTHWORTH.

IN LANGUAGE AND GRAMMAR.

**First Lessons in Language, and
Elements of Composition and Grammar.**
By SOUTHWORTH and GODDARD.

These are works of sterling merit. There are many others such upon our list.

Our Catalogue, Price List and terms of introduction and Exchange sent on application.

LEACH, SHEWELL & SANBORN, New York, Boston, Chicago

MESERVEY'S TEXT-BOOKS IN BOOK-KEEPING.

December, 1894, the Single Entry adopted for use in all the Grammar Schools of the CITY OF CHICAGO.

February 22, 1895, by act of Legislature for all the Free Schools of the State of WEST VIRGINIA.

Meservey's Text-Books are found to meet all the requirements of High and Grammar Schools in an entirely satisfactory manner.

Examination copy sent: Single and Double Entry for 50 cents; Single Entry, 30 cents. Correspondence requested.

THOMPSON, BROWN & CO., Publishers, BOSTON, CHICAGO.

SILVER, BURDETT & COMPANY,

PUBLISHERS OF School and College Text Books, Music Instruction Books, Charts, Books of Reference, and Teacher's Helps.

STANDARD MISCELLANEOUS PUBLICATIONS.

Catalogues and Descriptive Circulars free on application. The New Education is mailed free on request. Correspondence cordially solicited.

BOSTON, NEW YORK, CHICAGO, PHILADELPHIA.

THE BAKER & TAYLOR COMPANY, 5-7 East 16th St., New York,
can completely fill at the lowest rates all orders for SCHOOL AND MISCELLANEOUS Books wherever published and promptly forward same in a single shipment. Supplying schools with books a specialty. Catalogues of and estimates for SCHOOL AND LIBRARY Books on application. Send for catalogue of School Books of all publishers.

Charles De Silver & Sons, No. (G) 1102 Walnut St., Philadelphia.
Publishers of Hamilton, Locke & Clark's "INTERLINEAR CLASSICS"

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers for examination, \$1.00.
Clark's Practical and Progressive Latin Grammar; adapted to the Interlinear Series of classics, and to all other systems. Price to teachers for examination, \$1.00.
Sargent's Standard Speakers, Frost's American Speaker, Pinnoch's School Histories, Lord's School Histories, Monceau's French Series, etc.
Sample pages of our Interlinears free. Send for terms and new catalogue of all our publications.



"IMPROVEMENT THE ORDER OF THE AGE."

THREE NEW MODEL

SMITH PREMIER TYPEWRITERS

Nos. 2, 3, AND 4.

HAVE YOU EXAMINED THEM?

MANY IMPROVEMENTS Heretofore Overlooked by Other Manufacturers.

Address **THE SMITH PREMIER TYPEWRITER COMPANY,**
Branch Offices in Twenty-Nine Principal Cities in the United States. **Syracuse, N. Y., U. S. A.**

READERS will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

The Step-Ladder.

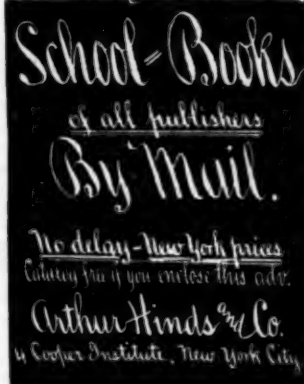
A collection of Prose and Poetry designed for use in Children's Classes in Elocution and for Supplementary Reading in Public and Private Schools.

By MARGARET A. KLEIN.

Extract from Letter from Dr. C. W. Emerson, Pres. Emerson College of Oratory, Boston, Mass. 1 "I have looked a copy of The Step-Ladder through carefully. I am simply delighted with it, and have no criticism for it whatever. I greatly admire the judgment displayed in the selections. The Introduction shows a thorough grasp of the philosophy that underlies the best teaching of reading. I fully and heartily endorse the book in every way."

Cloth, 12mo. Price, postpaid, 75 Cts. Special rates for introduction.

A. S. BARNES & CO., Publishers,
56 East Tenth St., New York.



UNIVERSITY PUBLISHING CO.,

Educational Publishers,

43-47 East 10th St., NEW YORK.

Please send for catalogue and price list. Correspondence solicited.

"There are Others"

YES!

BUT IF YOU WANT

THE BEST AND LATEST TYPEWRITER

Write to us for information about the

New Hammond

It will be ready in September.

Hammond Typewriter Company,
403 and 405 E. 62nd Street,
NEW YORK.